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GETTYSBURG

Gettysburg College
Gettysburg, Pennsylvania

Catalogue Issue
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Table of Contents

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1 Gettysburg College — The Community

13 Academic Policies and Programs

Academic Purposes, Honor Code, Curriculum, January Term, Degree Requirements, Registration, Grading, Individualized Study and Seminars, Computer Courses, Teacher Education Program, Music Education, Off-Campus Programs, Preprofessional Preparation, Cooperative Programs, Honors and Awards

59 Courses of Study

121 Campus Life

Living Accommodations, Dining Accommodations, Religious Life, Student Conduct, Student Government, Cultural Activities, Student Communication Media, Student Organizations and Activities, Athletics, Student Services, Facilities

133 Admissions, Expenses, and Financial Aid

Admissions Policy and Procedures, Comprehensive Academic Fee Plan, Board, Room Rents, Payment of Bills, Housing Policy, Refund Policy, Insurance, Student Financial Aid

143 Register

Board of Trustees, Administration, The Faculty, Other Instructional and Administrative Personnel, Calendar, Statistical Summary, Endowment Funds

161 Index



GETTYSBURG

The Community

A heritage of excellence

Gettysburg College

1832/1982

The 1982-83 academic year marks the 150th anniversary of the opening of the College for the admission of students. Having received its charter from the Pennsylvania legislature on April 7, 1832, the College was opened for the admission of students on November 7, 1832. It is the oldest Lutheran affiliated college in the United States.



Most of the roads which bring you to Gettysburg College in the historic town of Gettysburg in South Central Pennsylvania will cross the site of the famous Civil War Battle of 1863. During those three hot July days, Pennsylvania Hall—which is still the center of the campus—served as a hospital for both Union and Confederate forces. Today the town of Gettysburg is larger but less turbulent than in 1863. It is virtually encircled by a 3500-acre National Military Park; the surrounding countryside is rural,

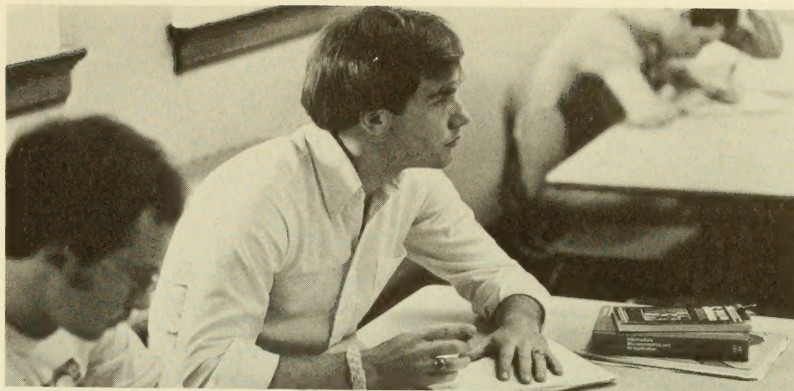
consisting primarily of farms and orchards in rolling countryside with large expanses of undisturbed woodland.

Gettysburg College, like the town of which it is a part, has grown since its Civil War days. It now has a campus of 200 acres and seeks to limit its enrollment to 1900 students. It is a private, independent college that is one of the 18 colleges affiliated with The Lutheran Church in America. Yet

since its founding in 1832 by Lutherans and local community leaders, the College's purpose has remained the same: to offer a quality liberal arts education to students of all faiths.

The goals of the educational program at Gettysburg are to develop your capacity to think logically and use language clearly, to give you a rigorous introduction to the assumptions and the methods of a representative variety of academic disciplines, and to acquaint you with the range and diversity of human customs, pursuits, ideas, values, and longings.

Ultimately, this type of education is the most practical of all because it equips you to make a creative approach to problems—present or future. In addition, Gettysburg believes strongly that such an education will foster in you a high sensitivity to moral



and spiritual values along with a quest for knowledge which will continue after completion of formal studies.

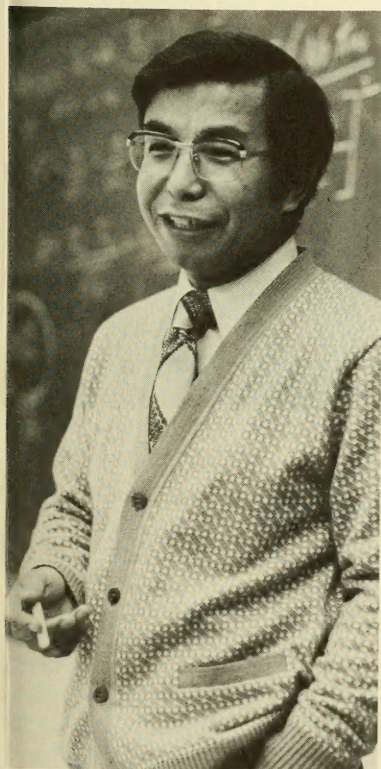
Although training for specific jobs is not seen as a primary function of a liberal arts education, Gettysburg does not ignore your appropriate concern about careers. The College offers a career services program; preparation and certification for teaching; advisory services for prelaw and premedical students; opportunities for student internships in a variety of fields; and concentration in a major field as preparation either for further specialization in graduate or professional school, or for work in business, industry, or government.

Academic programs at Gettysburg provide you with both a broad range of intellectual experiences and the individual attention you need to make the best use of

those experiences. One of the advantages of an education at Gettysburg is the preponderance of small classes, especially in more advanced courses. A student-faculty ratio of 13:1 helps to assure close relationships between you and your professors.

You may select a major field of study from any one of 23 academic areas: art, biology, business administration, chemistry, classical studies, economics, English, French, German, Greek, health and physical education, history, Latin, mathematics, music, music education, philosophy, physics, political science, psychology, religion, sociology and anthropology, and Spanish.

If you want to concentrate your academic program on a particular problem or area of investigation which involves courses in several different departments, you may design your own major. A Special





Consortium and through other off-campus and cooperative programs, Gettysburg offers you academic opportunities beyond our campus. The Consortium sponsors a semester in Urban Studies in Harrisburg. Other off-campus programs include the Washington Semester in government or the Washington Economic Policy Semester with American University and the United Nations Semester at Drew University. Many students each year study in foreign countries under our Junior Year Abroad program.

Gettysburg has cooperative programs in engineering with Pennsylvania State University, Rensselaer Polytechnic Institute and Washington University of St. Louis. There is a cooperative forestry and environmental studies program with Duke University. Under all of these programs a student begins his or her career at

Major can cover broad areas such as American Studies, or it can focus on a specific topic, such as Community Planning and Administration.

The College's distribution requirements assure your acquaintance with several broad areas of study. After you select a major field of study, ample opportunity is provided for electives in fields of your choice.

The 4-1-4 academic calendar at Gettysburg allows you to spend the entire month of January concentrating upon one course to provide an exciting, intensive, academic experience in an area in which you have special interest. Individualized study projects in the fall and spring terms can also help you explore your special interests. The academic program exists to serve you, the individual student.

You will have a faculty adviser to assist you in planning your academic program. Academic counseling is available, as is counseling for nonacademic personal matters. Gettysburg wants you to succeed, and the faculty and staff are dedicated to helping you.

Through membership in the three-college Central Pennsylvania



Gettysburg and completes it at the cooperating university, earning degrees from both institutions.

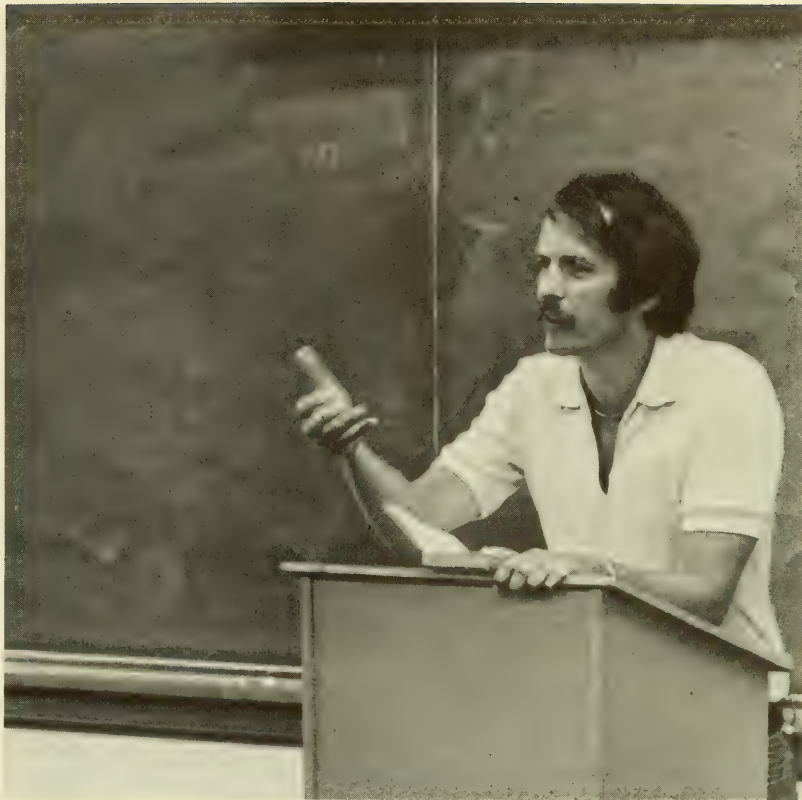
Preparation for your career may be very much a part of your studies at Gettysburg. Through the teacher education programs you can become certified to teach in elementary education, music education, or in one of 11 different secondary education fields.

Gettysburg offers all the courses necessary for you to enter the medical, dental, or veterinary medicine school of your choice. Prelegal preparation does not require specific courses, but for students interested in either medical or legal careers, we have special advisory committees to help students plan their courses and to help them obtain admission to the professional school they choose.

Gettysburg lets you take much of the responsibility for choosing an academic program that meets your needs and interests. Regardless of the courses you select, the classes at Gettysburg will challenge you intellectually so you can feel the satisfaction that comes only from meeting that challenge and succeeding.

The faculty at Gettysburg is the heart of the College's excellence as an academic institution. The faculty members not only are highly skilled as scholars and teachers but are very much interested in the growth and development of you, the student.

The faculty is concerned with the continued improvement of its teaching skills. Funds for such improvement have come from grants from two major foundations in recognition of the College's commitment to excellence in undergraduate teaching and from the College's own resources.



Teaching occurs most obviously in the classroom, but it does not stop there. As a student, you will be encouraged to talk to your professors after class and during office hours. You will have a faculty adviser to turn to for advice or just for conversation.

The relationship between students and faculty need not end at graduation. Recently, a professor in the Political Science Department has published articles as co-author

was the subject of the motion picture made for television, "Journey From Darkness" and the book, *White Coat, White Cane*. Most students do not require the special attention from faculty and other students that was needed to prepare a blind student for medical school, but when an individual student needs such attention, Gettysburg tries to provide it.

While emphasizing the teaching of undergraduates, the faculty is also concerned with scholarly achievement. Three-quarters hold the doctoral degree or the highest earned degree in their fields, and many publish books and articles in scholarly journals. These scholarly activities assure that faculty members keep up with—and contribute to—the latest developments in their fields. These scholarly achievements thus help to make the faculty better teachers.

The faculty at Gettysburg is a group of trained scholars and skilled teachers with a warm, personal interest in you, the student.

Gettysburg's 200-acre campus and 44 buildings provide you with excellent facilities for all aspects of college life.

The center of the academic facilities is the new Musselman Library/Learning Resources Center. Total library collections include approximately 260,000 volumes, 35,000 microforms, 32,000 government publications, 11,000 records, and subscriptions to 1,180 journals.

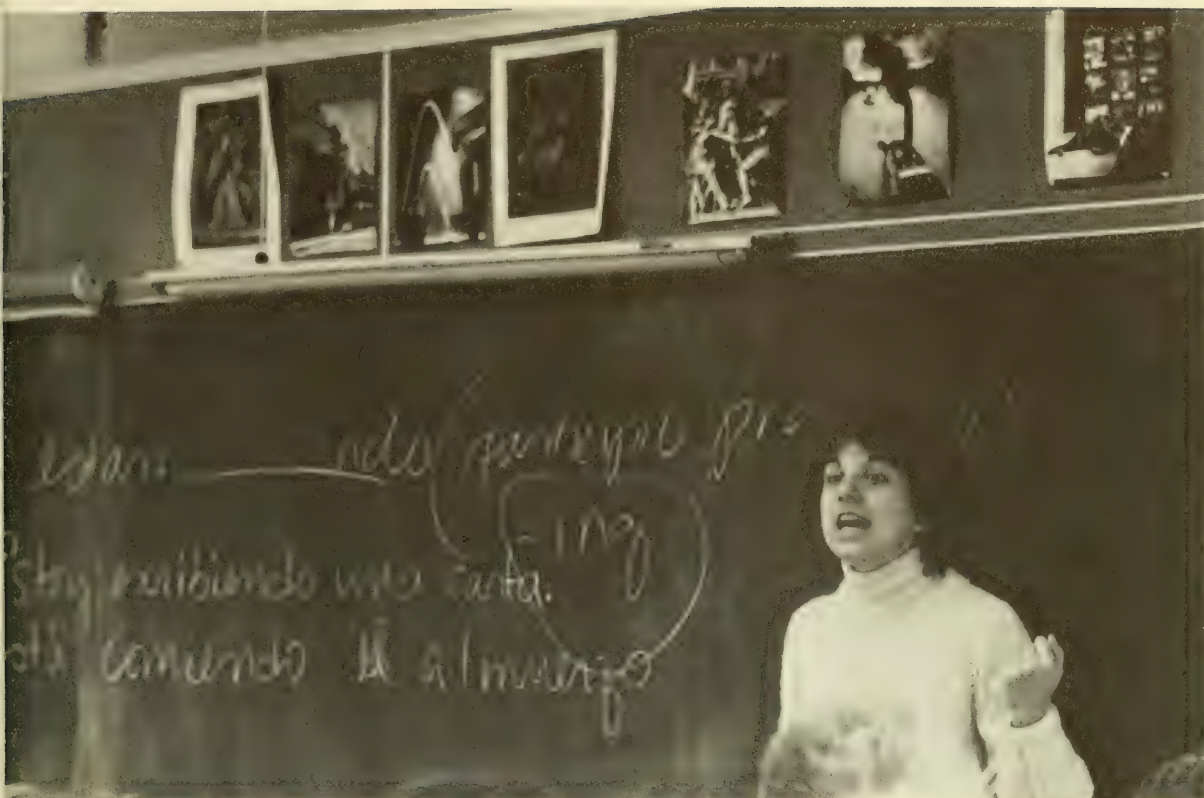
Today a college needs more than an excellent library. New instructional techniques must be available. Gettysburg's computer center has a sophisticated Burroughs 6700 computer which permits use in every major computer language to serve your



with a former student who is now a practicing attorney. Student-faculty relations continue on a social as well as a scholarly level. If you visit the home of a faculty member during Homecoming Weekend or Commencement, you may find former students as guests.

The first blind student admitted to medical school in the United States in this century was a Gettysburg graduate. His story





educational needs. The College has a modern language laboratory, a theatre laboratory studio, a greenhouse, an observatory with a 16-inch telescope, and a planetarium with a 30-foot dome on which paths of planets and stars are projected.

Gettysburg is fortunate to have both an RCA EMU4 transmission electron microscope (TEM) and a JEOL TS20 scanning electron microscope (SEM) so that students

in the sciences can do any advanced work for which an electron microscope is a necessity.

Ten residence halls, 12 fraternity houses, and three cottages provide you with variety in your housing choices. Eighty-five percent of the students live in College residences or fraternity houses. The College dining hall provides meals on either a contract or occasional basis.

The College Union Building with its many features—including bowling alleys and an Olympic-size swimming pool—is a center of student life on the campus.

Other recreational and athletic facilities include two gymnasiums, a fieldhouse, a stadium with a football field and quarter-mile cinder track, and five additional outdoor athletic fields. Both indoor and outdoor tennis courts are available.

The well-equipped College Infirmary has 9 double rooms for in-patients, a two-bed isolation room, a kitchen, nurses' quarters, and treatment, examining, and consulting rooms.

Although most major buildings on campus have been built in the last 25 years, the original campus building—Pennsylvania Hall, built in 1837—has been renovated and serves as the center for administrative personnel. Many



other older buildings on campus have been renovated so that their exteriors retain the architectural charm of their period of construction while the interiors contain modern facilities.

A full and diverse program of cultural, extracurricular, and religious activities is provided to enrich your personal and academic growth as well as to provide enjoyment and relaxation.



Student responsibility is promoted through student participation in a number of committees and organizations. Because Gettysburg is a residential College, the Student Life Council is particularly important. Students play a vital role in the work of this Council, which reviews the College's policies for residential life and student conduct. An elected Student Senate is the main organization of student government. Students also run the Honor Commission, which administers the student Honor Code, and the Student Conduct Review Board, which handles disciplinary cases within the student body.

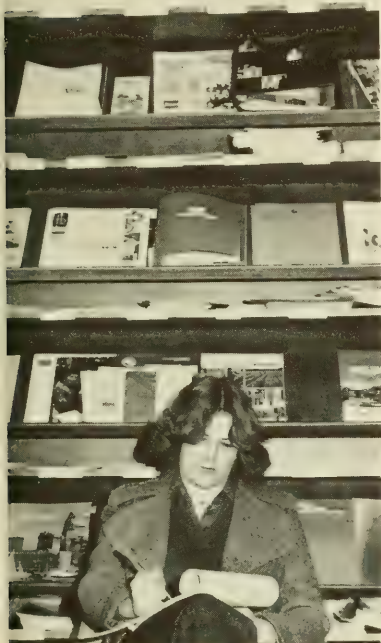
The College has a full calendar of cultural activities. Concerts, plays, and lectures occur frequently. Student performing groups include the Gettysburg College Choir, which has received international recognition, the Chapel Choir, the Women's Chorus, the College Marching and Symphonic Bands, the Gettysburg College Orchestra, the Owl and Nightingale Players, who present four major theatrical productions each year, and the Laboratory Theatre, which performs a dozen shorter works.

The College Union is the center of student activities on campus. Many events such as concerts, lectures, films, and dances are held in the ballroom of the Union. The Bullet Hole, also in the Union, is a snack bar that serves as an informal meeting place for the campus.

Social events are also provided by fraternities and sororities. Gettysburg has 12 fraternities and seven sororities, all of which are nationally affiliated.

In addition to the social fraternities and sororities, the College has many departmental, professional, and honorary societies. There are

ON-CAMPUS
INTERVIEWS—
EMPLOYER'S
MATERIALS



honorary fraternities or clubs for students in 16 different academic areas. Gettysburg also has a chapter of Phi Beta Kappa, the national academic honorary fraternity.

To keep you informed about happenings on campus, there is the student newspaper, *The Gettysburgian*, the student-run FM radio station, WZBT, a weekly announcement sheet, *This Week at Gettysburg*, and a more frequent

informal announcement sheet "*Potpourri*." The newspaper and radio station offer you opportunities to learn about all aspects of journalism and radio broadcasting.

Other Gettysburg student publications include *The Spectrum*, the College yearbook, and *The Mercury*, a journal of student poems, short stories, photographs, and art work.

At Gettysburg all students can participate in some supervised sport. Depending upon your athletic ability, you may choose to be part of the extensive intramural program for men and women or to play on one of 20 varsity teams. The intercollegiate program for men includes football, soccer, basketball, swimming, wrestling, lacrosse, tennis, cross country, rifle, baseball, golf, and track and field. The teams in rifle, golf, and track and field are open to both men and women. In addition, there are separate women's teams in field hockey, volleyball, cross country, basketball, swimming, lacrosse, softball, and tennis.

The College is a member of the Middle Atlantic States Athletic Conference and enjoys well balanced athletic rivalries with other teams in that division.

After you take advantage of all that Gettysburg has to offer you, you may wish to pursue further graduate study or to enter your career field immediately. You may be undecided. The Career Services Office will help you to clarify your goals and interests so you can make a wise career choice. This office maintains a library that includes vocational information, and information about graduate studies. Employment interviews with companies are offered on campus; more important, however, the Career Services Office gives



training in how to find out about and apply for jobs wherever you may wish to work.

Student life at Gettysburg is lively and diverse. There is one simple goal for all the organized activities on campus—to enhance the full range of your liberal education.

Admission to Gettysburg is on the basis of high academic attainment, evidence of ability to do good college work as indicated by



aptitude tests, and personal qualities. The College welcomes applications from students of differing ethnic, religious, racial, economic, and geographic settings. Applications for admission are due no later than February 15 of your senior year. Offers of acceptance are usually sent by the first week in April. If you apply under the Early Decision Plan, you submit your application before November 15 of your senior year, and you will be notified of acceptance in early December.

Total expenses covering comprehensive academic fee, room, board, and books and supplies are estimated at \$8360 for the 1982-83 academic year. Additional costs include personal expenses such as laundry and clothing, transportation, etc. A generous program of financial aid is available for students who are unable to finance their entire education from family and/or personal resources.

The College catalogue cannot give the full flavor of Gettysburg. When we ask our students "Why did you choose to come to Gettysburg?" most of them mention the College's academic programs, but they also talk about the friendliness that is Gettysburg. One student said it this way: "I felt so at home when I visited Gettysburg that I knew I wanted to go there. It seemed the people cared more and noticed me more. When you

don't know anyone, simple but meaningful gestures of kindness are never forgotten."

Only by visiting Gettysburg can you gain a fuller understanding of what a Gettysburg education can mean to you. As you sit in on a class, talk to a professor, or chat with students at the Bullet Hole, you will begin to appreciate all the ways that you can benefit from attending Gettysburg. The admissions staff can answer any specific questions you have about the College, but you also will learn much from the many informal conversations you have during your visit.

If you want to visit Gettysburg or find out anything about the College, please write—or call—Delwin K. Gustafson, Director of Admissions, Gettysburg College, Gettysburg, Pennsylvania 17325, telephone (717) 334-3131.

A two-minute look at Gettysburg

Type of College: Four-year, coeducational, liberal arts college founded in 1832 and affiliated with the Lutheran Church in America.

Location: In the town of Gettysburg, in South Central Pennsylvania. Only 80 miles from Washington D.C., 55 miles from Baltimore, and 36 miles from Harrisburg, the state capital.

Enrollment: About 1900 students—approximately one-half are men and one-half are women.

Campus: 200 acres with 44 buildings.

Library: New Musselman Library with total collections of 260,000 volumes, 35,000 microforms, 32,000 government publications, 11,000 recordings and subscriptions to 1,180 journals. The library seats 800 students,

and has an all-night study, media theater, graphics center, and language lab.

Faculty: 132 full time with three-fourths having an earned doctorate or the highest earned degree in their field. Student-Faculty Ratio 13:1.

Academic Calendar: 4-1-4

Degree Programs: Bachelor of Arts, Bachelor of Science in Music Education.

Majors: Art, biology, business administration, chemistry, classical studies, economics, English, French, German, Greek, health and physical education, history, Latin, mathematics, music, music education, philosophy, physics, political science, psychology, religion, sociology and anthropology, and Spanish. Students may develop their own interdepartmental or interdisciplinary majors. Many optional minors.



Special Programs: Junior Year Abroad; Washington Semester in government; Washington Economic Policy Semester; United Nations Semester; Harrisburg Urban Semester; cooperative programs in engineering or forestry and environmental studies; certification in elementary and secondary education; January Term internships; R.O.T.C.; Cooperative College Consortium with Dickinson and Franklin and Marshall.



Distinctive Features:

Sophisticated Burroughs 6700 computer; two electron microscopes—transmission and scanning units; extensive new facilities for fine arts and music; planetarium; greenhouse; observatory; writing center; extensive physical education facilities.

National Honor Societies:

Phi Beta Kappa (one of only 17 chapters in Pennsylvania) and honorary or professional societies in 16 academic areas.

Social Life:

12 men's social fraternities and seven women's sororities; College Union which sponsors a diverse schedule of social events.

Student Activities:

Student-run FM radio station; yearbook; newspaper; full range of musical groups including two choirs and bands, orchestra, and numerous ensembles; liturgical dance group;



various dramatic troupes; numerous student special interest groups.

Cultural Activities: Full schedule of lectures and concerts bringing to campus nationally known speakers and performers; film series at College Union; trips to Washington and Baltimore to events of special interest.

Sports: Extensive intercollegiate and intramural programs with 12 intercollegiate sports for men, 11 intercollegiate sports for women, 16 intramural sports for men, and 11 intramural sports for women, including 3 coeducational intramural sports.

Student Services: Faculty advisers, academic and personal counseling, career counseling, financial aid counseling.

Residence Halls: Ten residence halls and three cottages. All residence halls except two (which were recently renovated) erected since 1950. Some residence halls are single sex; others occupied by students of both sexes. Some student residence areas assigned to special interest student housing groups.

Religious Life: Programs for students of all faiths coordinated through the College Chapel.

Student Government: Students assume the major role in planning student activities and in enforcing rules of responsible citizenship. Student Honor Code gives students responsibility for maintaining high standards of academic integrity.

School Colors: Orange and Blue.



GETTYSBURG

**Academic
Policies and
Programs**



Academic Purposes of Gettysburg College

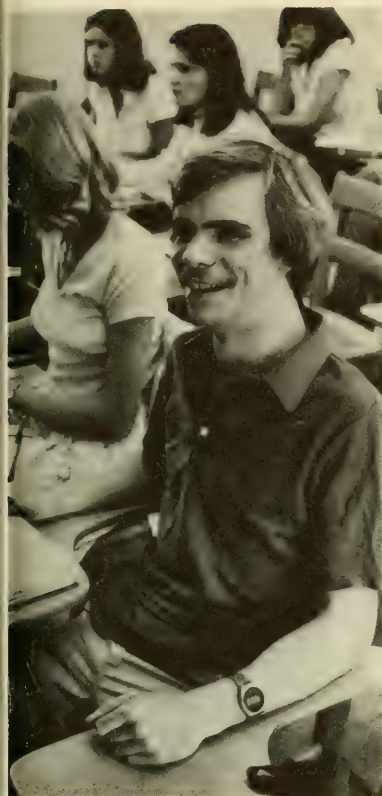
Gettysburg College believes that liberal education liberates the human mind from many of the constraints and limitations of its finiteness. In order to accomplish its liberating function, Gettysburg College believes that it owes its students a coherent curriculum that emphasizes the following elements:

1. Logical, precise thinking and clear use of language, both spoken and written. These inseparable abilities are essential to all the liberal arts. They are not only the practical skills on which liberal education depends but also, in their fullest possible development, the liberating goals toward which liberal education is directed.

2. Broad, diverse subject matter. The curriculum of the liberal arts college should acquaint students with the range and diversity of human customs, pursuits, ideas, values, and longings. This broad range of subject matter must be carefully planned to include emphasis on those landmarks of human achievement which have in particular shaped the intellectual life of the present.

3. Rigorous introduction to the assumptions and methods of a representative variety of the academic disciplines in the sciences, the social sciences, and the humanities. The curriculum must encourage students to recognize that the disciplines are traditions of systematic inquiry, each not only addressing itself to a particular area of subject matter but also embodying an explicit set of assumptions about the world and employing particular methods of investigation. Students should recognize that the disciplines are best seen as sets of carefully constructed questions, continually interacting with each other, rather than as stable bodies of truth. The questions that most preoccupy academic disciplines involve interpretation and evaluation more often than fact. Students should learn that interpretation and evaluation are different from willful and arbitrary opinion while





generalization, dogmatic assertion, and intolerant condemnation of the strange, the new, and the foreign. Students will tend to have a sense of human limitations, for no human mind can be a match for the world's immensity. Promoters of universal panaceas will be suspected as the gap between human professions and human performance becomes apparent. Students will tend less than before to enshrine the values and customs of their own day as necessarily the finest fruits of human progress or to lament the failings of their time as the world's most intolerable evils.

But wise skepticism and a sense of human fallibility are not the only liberating effects of the liberal arts. With effort and, in all likelihood, some pain, students master difficult skills and broad areas of knowledge. They acquire, perhaps with unexpected joy, new interests and orientations. In short,



at the same time recognizing that interpretations and evaluations of the same body of facts may differ drastically given different assumptions, methods, and purposes for inquiry. Human thought is not often capable of reaching universal certitude.

These necessary emphases of the college's curriculum are liberating both in the sense that they free students *from* narrowness and provincialism and in the sense that they free them *for* the joys and benefits of conscious intellectual strength and creativity.

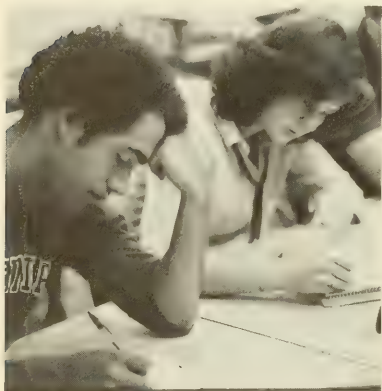
Liberal education should free students from gross and unsophisticated blunders of thought. Once exposed to the diversity of reality and the complexity and arduousness of disciplined modes of inquiry, students will be less likely than before to engage in rash



they experience change and growth. Perhaps this experience is the most basic way the liberal arts liberate: through providing the experience of change and growth, they prepare students for lives of effective management of new situations and demands.

The liberal arts provide a basis for creative work. Creativity is rarely if ever the work of a mind unfamiliar with past achievements. Rather creativity is almost always

the reformulation of or conscious addition to past achievement with which the creative mind is profoundly familiar. By encouraging students to become responsibly and articulately concerned with existing human achievement and existing means for extending and deepening human awareness, Gettysburg College believes that it is best insuring the persistence of creativity.



The intellectual liberation made possible through liberal education, though immensely desirable, does not in itself guarantee the development of humane values and is therefore not the final purpose of liberal education. If permitted to become an end in itself, it may indeed become destructive. A major responsibility of those committed to liberal education, therefore, is to help students appreciate our common humanity in terms of such positive values as openmindedness, personal responsibility, mutual respect, empathic understanding, aesthetic sensibility, and playfulness. Through the expanding and diverse intellectual activities offered in liberal education, students may develop greater freedom of choice among attitudes based on a fuller appreciation of our common

humanity and based on clearer recognition of our immersion in a vast, enigmatic enterprise.

The faith of the founders of Gettysburg College expressed in the charter supports the foregoing statement of academic purposes. The open search to know, tempered by humane reflection, complements our religious heritage. Together, we hope to add useful initiative toward the creation of a world in which diversity is more challenging and interesting than it is fear-producing; a world in which one may hear the sad truths reported by cynics while hearing, too, tales of quiet courage, of grace, of beauty, of joy. Then the response to the inevitably dissonant experiences of living may be wiser as a function of liberal education. Of course, the development of wisdom remains an elusive aim. It

involves realms of experience that go beyond the academic, and a time span that encompasses a lifetime. Nevertheless, liberal education can be profoundly useful in the search for the fullness of life.

Adopted by the Faculty
December 1, 1977

The Academic Policies and Programs of the College are designed to encourage and guide the student in pursuing the goals of liberal arts education. Through careful planning of programs within the structure of requirements and through wise choices among the many special opportunities available, the student can obtain many educational benefits. Such a student should be motivated and equipped to continue independently after the completion of formal studies an unending but satisfying search for wisdom and the fullness of life.

The Honor Code

A liberal arts program has as a basic premise the ideal of academic integrity. Gettysburg students live and work in a college community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct.

An academic honor system was instituted at Gettysburg College in 1957 and was strongly reaffirmed in 1976. It is based upon the belief that undergraduates are mature enough to act honorably in academic matters without faculty surveillance and that they should be encouraged to conduct themselves accordingly. At the same time the College clearly recognizes the obligation placed upon each student to assist in maintaining the atmosphere without which no honor system can succeed.



The Honor Pledge, reaffirmed on all academic work submitted, states that the student has neither given nor received unauthorized aid and that he or she has witnessed no such violation. The preservation of the atmosphere of independence permitted by the Honor Code is the responsibility of the community as a whole. Students must comply with the Honor Code both in presenting their own work and in reporting violations by others. No student may enroll at Gettysburg College without first having signed the pledge. A person who would sign the pledge with reservation should not apply for admission.

Alleged violations of the honor code are handled by an Honor Commission elected by the students. Decisions of the Commission may be appealed to a student-faculty-administrative board of review.

Curriculum

The major goals of the curriculum are to provide the student with: the ability to think logically and precisely and to use language clearly; an exposure to broad, diverse, subject matter in order to give acquaintance with the range and diversity of human customs, ideas, and values; and a rigorous introduction to the assumptions and methods of a representative variety of academic disciplines in the sciences, the social sciences, and the humanities.



Gettysburg College's "Distribution Requirements" assure the student an introduction to the variety of opportunities offered by a liberal arts education. In the freshman year the Gettysburg student normally takes courses in a variety of fields and begins to fulfill distribution requirements, such as those in foreign languages, laboratory sciences, social sciences, or literature. In the sophomore year the student usually selects a major and, in consultation with a major adviser, plans a college program which will allow the completion of specific graduation requirements and also provide opportunities for the widest possible choice of electives. In the last two years most students concentrate on courses in their major fields or a Special Major and supplement their programs with elective courses. Students are expected to complete the two year physical education requirement by the end of the sophomore year.

Students majoring in the natural sciences usually begin such programs in the freshman year and follow a closely prescribed sequence of courses. Students anticipating careers in medicine, dentistry, or veterinary medicine should begin acquiring necessary preparatory courses in the freshman year.



The ONE of the 4-1-4: January Term

The 4-1-4 calendar divides the academic year into three terms: Fall, January, and Spring. During the fall and spring terms, each student takes four courses; during the January Term, each student takes one course.

The January Term offers both students and faculty freedom and opportunity not found in the other two terms. Because the student takes only one course and the faculty member teaches only one course, January Term frees both student and faculty member from the demands of other courses and departmental programs and the conflicts sometimes created by these competing demands. Both are freed to explore together a limited subject in some depth, to investigate topics they may be

unable to investigate during the fall and spring terms, or to concentrate on one mutual interest.

Faculty members from different disciplines, or even the same discipline, may arrange with greater ease than in the other two terms to team teach a course. Because neither the instructor nor the student has to rush to another



class or lab, both are freed from the traditional class periods two or three days a week. They may design experiments which require their presence for long periods of time or which demand frequent monitoring. They may schedule long class meetings, frequent or infrequent meetings, depending upon the nature of the course.

Because of the flexible class schedule, faculty and students make greater use of off-campus facilities and situations for learning. Instructors may plan class trips to such places as the Buddhist Vihara, the Pentagon, the Supreme Court, or the National Gallery in Washington, D.C.; to the Winterthur Museum in Delaware; to the State Correctional Institution in Camp Hill, Pa.; to an open elementary public school in Baltimore, Md.; or to Revolutionary War and Civil War battle sites. Individual students may gather information for papers or projects at nearby public schools, government agencies, museums, historical societies, and libraries such as the Library of Congress.

Instructors may design courses in which students spend part of the term on campus in rather traditional learning situations and

then spend the other part of the month visiting places off campus. They may design a course which takes students off campus for the month of January, to settings as close as the South Mountain Rehabilitation Center in Franklin County, Pa., or as far away as Athens, Greece.

Students have the opportunity to study as exchange students at other colleges or universities which share the 4-1-4 calendar, to

design individual research projects, to test their skills, knowledge, and interest in a practical work situation. Or they may select one of approximately one hundred courses offered on campus.

Examples of courses offered in January 1982 include The Many Faces of Alcohol; Song, Poetry and Myth of North and South American Indians; Computers and Human Thought; Martin Luther, His Protagonists and Antagonists; Child Language; Problems in Medieval Art; The Aesthetics of the Cinema; Infamous Women in French Literature; and The Plant Realm.

During January 1982, Gettysburg College students enrolled as exchange students at 12 institutions. Students traveled to England, France, Italy, Greece, and Russia to study theater, language, ecology, art, history and culture. To complete individualized research projects, Gettysburg students worked as far away as Cambridgeshire, England and as close as the Gettysburg College Library; they studied the political and economic development of plural societies at the University of St. Andrews in Scotland; they collected and analyzed exhaust particles for the National Bureau of Standards. Students held internships in diverse areas: in hospitals, in churches, in



newspapers, in public school classrooms, in accounting firms, in a theater in New York City, in a New England marine aquarium, and in a Native American community in Arizona.

The January Term offers a change of pace in the academic year. It is a term which is both more relaxed and more intense than the other two terms. The expectations for the January Term are high. But like anything that affords freedom and opportunity, the January Term demands responsible use of time, ability, and facilities by both faculty and students if these expectations are to be met.

The Advising System

The College believes that one of the most valuable services which it can render to its students is careful counseling. Accordingly, even before arriving on campus, each freshman is assigned a

faculty adviser to assist in dealing with academic questions and in explaining College regulations. In addition special assistance is available from deans and counselors.

During the first week of the fall term, all new students participate in an orientation program designed to help them become acquainted with the College. All entering freshmen receive in



advance a detailed schedule of events of this program. During orientation, students have individual conferences with their advisers, take part in discussions of college life, and engage in other activities intended to familiarize them with the College. They also take achievement and placement tests which provide the College with valuable information concerning their educational background and academic

potential. These tests help Gettysburg to provide an education suited to each student's capacities.

During the year, freshman advisers arrange periodic meetings with their advisees to review the students' progress. Advisers are also available at other times to discuss unexpected problems as they arise. Any changes in a freshman's schedule must be approved by the adviser.

When a student chooses a major field of study, preferably by the end of the sophomore year, a member of the major department becomes his or her adviser and assists in the preparation of the student's class schedule. Thereafter, until the student leaves College, he or she normally retains the same adviser, who performs functions similar to those of the freshman adviser, including the

approval of all course schedules. It is the responsibility of sophomores and upperclass students to take the initiative in discussing their entire academic program with their advisers and to view that program as a meaningful unit rather than as a collection of unrelated courses.

A student wishing to change the major course of study must notify the department in which he or she is a major and secure the approval of the one desired. Juniors and seniors making such changes should understand that it may be necessary to spend more than four years in residence in order to complete their concentration requirements. Permission to spend more than four years in residence must be obtained from the Academic Standing Committee.

The College encourages qualified students to prepare for graduate work, which has become a necessity in an increasing number of career fields. It is important for such students to become familiar with the requirements of the graduate programs in which they are interested, as well as the qualifications for fellowships and assistantships within these programs, well in advance of their graduation from Gettysburg College. Above all, they should recognize the importance of building a superior undergraduate academic record.



unit with 3.5 semester hours. The 3.5 conversion factor is also used to convert semester hours to Gettysburg course units for those presenting transfer credit for evaluation at the time of admission or readmission to the College. A small number of quarter course units are offered in Music, Health and Physical Education, and ROTC. These courses may not be accumulated to qualify as course units for graduation. Quarter course units should be equated to one semester hour.

Requirements for the Degree of Bachelor of Arts

The College will confer the Bachelor of Arts degree upon the student who completes satisfactorily the following:

1) 35 course units, including four January Term courses, plus 4 quarter courses in Health and Physical Education;



The administration and major advisers informally assist students in securing employment or placement in graduate school. The Musselman Library/Learning Resources Center has a collection of graduate school catalogues for student reference. Four times a year the Graduate Record Examination is given on the Gettysburg campus for those students who plan to enter a graduate school; the Law School Admissions Test is given twice each year on campus. Special advisory committees assist students in planning for the legal and health related professions.

Credit System

The course unit is the basic measure of academic credit. For transfer of credit to other institutions the College recommends equating one course



- 2) a minimum accumulative average of 2.00 and an average of 2.00 or better in the major field;
- 3) the distribution requirements;
- 4) the concentration requirement in a major field of study, in some fields including a comprehensive examination;
- 5) a minimum of the last full year of academic work, including the senior January Term, in residence at Gettysburg College or in an approved College program; and
- 6) the discharge of all financial obligations to the College.

Quarter course credits do not count toward the 35 course graduation requirement.

The requirements for the degree of Bachelor of Science in Music Education are found on page 38.



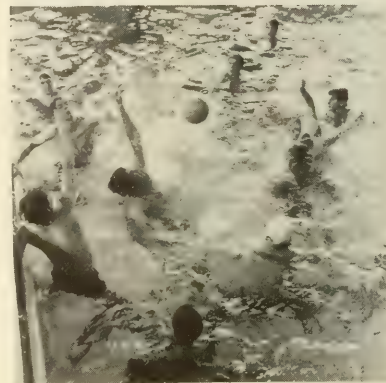
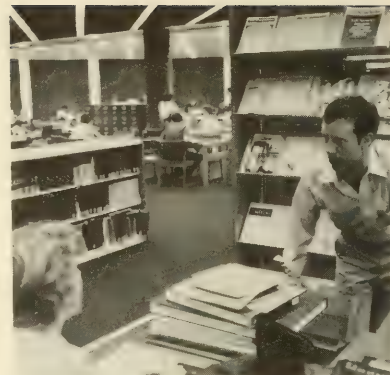
Each student is responsible for being sure that graduation requirements are fulfilled by the anticipated date of graduation.

Writing Policy Since the ability to express oneself clearly, correctly, and responsibly is essential for an educated person, the College cannot graduate a student whose writing abilities are deficient. See Item 1 under Distribution Requirements below. Grades on poorly written papers, regardless of the course, may be reduced because of the quality of writing; in extreme cases, a failing grade may be given for this reason.

Distribution Requirements Each candidate for the Bachelor of Arts degree must satisfactorily complete the distribution requirements listed below. Any requirement may be satisfied, with or without course credit, by students who can qualify for exemption (see page 32). The departmental listings under Courses of Study (beginning on page 59) indicate which courses fulfill a distribution requirement. See the January Term Catalogue for the designation of January courses which may be used for the same purpose. Note that some Interdepartmental Studies courses fulfill requirements in history/philosophy/religion or in literature.

1) Demonstration of proficiency in written English during the first year of enrollment. Normally, such proficiency is demonstrated by passing English 101. For other ways to satisfy this requirement, see Exemption from Degree Requirements on p. 32.

2) Foreign languages: normally 2 to 4 courses. The student must demonstrate achievement equivalent to that attested by completing satisfactorily the



designated intermediate level course or courses in French, German, Greek, Latin, Russian, or Spanish. Such achievement may also be demonstrated by an Advanced Placement Examination, a departmental qualifying examination, or successful completion of one course above the intermediate level. For other ways to satisfy this requirement, see Exemption from Degree Requirements on Page 32.



3) Religion: 1 course on the 100-level, in addition to any course in that Department used in the next requirement.

4) History/Philosophy/Religion: 2 courses, no more than one of which may be in religion.

5) Literature: 2 courses, in one or two of the following: English, French, German, Greek, Latin, Russian, or Spanish Literature.

6) Art, music, creative writing, or theatre arts: 1 course.

7) Laboratory science: 2 course sequence in one of the following: biology, chemistry, or physics.

8) Social sciences: 2 courses in one or two of the following: economics, political science, psychology, or sociology/anthropology.

9) Non-Western culture: 1 course from those identified as giving primary emphasis to African and Asian cultures, or to the non-European culture of the Americas. For 1982-83, these designated courses are in anthropology, French, history, interdepartmental studies, philosophy, religion, and political science.

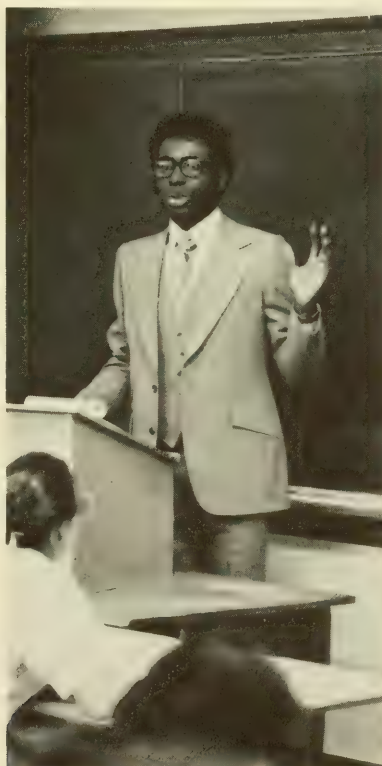
Major Requirements Each student must successfully complete the requirements in a major field of study. A major consists of from 8 to 12 courses, depending on the field of study, and may include certain specific courses as determined by the

department. A department may require its majors to pass a comprehensive examination. Requirements of the various departments are listed in the appropriate introduction under Courses of Study.

The following are acceptable major fields of study at Gettysburg College:

Art
Biology
Business Administration
Chemistry
Classical Studies
Economics
English
French
German
Greek
Health and Physical Education
History
Latin
Mathematics
Music
Music Education
Philosophy
Physics
Political Science
Psychology
Religion
Sociology and Anthropology
Spanish

A student will normally file a declaration of major with the Registrar between May of the freshman year and April of the Sophomore year. A student may declare a second major no later than the beginning of the senior year, with the permission of the major adviser and the chairman or chairwoman of the other department concerned.





Each department having a minor program stipulates the requirements for it. A student may not declare a minor in the same department in which he or she has a declared major. A student must maintain an 2.00 average in the minor field of study.

Residence Requirements and Schedule Limitations

The normal program for the Bachelor of Arts degree consists of four courses in the fall and spring terms, and one course in the January Term. Thus, a student will complete graduation requirements in four years of full-time academic work in the September through May academic year. The last full year of academic work, including the senior January Term, must be in residence at Gettysburg College or in an approved College program. Students should not plan to

As an alternative to the major fields of study listed above, students may declare a *Special Major* by designing an interdepartmental concentration of courses focusing on particular problems or areas of investigation which, though not adequately included within a single department or discipline, are worthy of concentrated study. The Special Major shall include a

minimum of eight courses, at least six of which must be on an advanced level.

Students interested in declaring a Special Major are urged to consult with the Chairperson of the Committee on Interdepartmental Studies before the end of the sophomore year. Special Major applications must be submitted to the Committee on Interdepartmental Studies for its approval no later than the end of the third day of classes of the applicant's junior year.

Optional Minor Beginning with the first term of the senior year, a student may declare a minor concentration in an academic department or area that has an established minor program. Not all departments have established programs. A minor shall consist of six courses; not more than two of which shall be 100-level courses.





complete requirements as a part-time student during their last term of residence.

Students proposing to complete graduation requirements at a time other than in May (in August, in December, or in January) or who by receiving advanced credit or placement can complete graduation requirements in less than four full years, must have their programs approved by the Academic Standing Committee

through the Office of the Dean of Educational Services. Such approval should be sought at least a year before the proposed completion of requirements.

A full-time student is one carrying a minimum of three courses in the fall and spring terms, and one in the January Term. No student who is a candidate for a degree may take fewer courses than this without permission of the Academic Standing Committee. Students may not take more than four courses during the regular term without the approval of the Dean of the College or the Dean of Educational Services with the exceptions indicated in the paragraphs below. In granting approval to take more than four courses, the Dean requires evidence that the student will be able to perform at the B level or

above in his or her courses in the term in which over four courses are taken.

Gettysburg College is aware that handicapped persons may have special needs and is willing to make adjustments to meet these needs in order to make the program accessible to them.

The required quarter courses in health and physical education and the optional quarter courses in

activities in addition to the normal four course load during three terms of the junior and senior years.

Students may take quarter courses in applied music over the four course limit with the approval of their advisers and of the Music Department.

A student may audit informally any College course provided permission of the instructor is obtained. No charge will be made for such an audit and no record of auditing will be recorded on the student's transcript.

Registration

Credit will be given in courses for which the student is officially registered. The Registrar announces, in advance, the time and place of formal registration. A student registering after the appointed day will be subject to a \$5.00 late registration fee.

A fee of \$5.00 is also assessed for each course change after the regular registration dates. A proposed change must be submitted to the Registrar on an official course change slip after first being approved by the instructors involved and the student's adviser. In the fall and spring terms, students are not permitted to enroll in a course for credit later than twelve days after the beginning of that term.

By formally completing his or her registration, the student pledges to abide by College regulations.

The Grading System

Normally courses are graded A through F, with these grades having the following significance: A (excellent); B (good); C (fair); D (poor); and F (failing). Instructors may modify their letter grade with plus and minus signs.



ROTC, generally taken during the fall and spring terms of the freshman and sophomore years, are in addition to the normal four courses in each of these terms. These courses do not count toward the 35 course graduation requirement.

Majors in health and physical education must take quarter courses in physical education





In successfully completing a course under this grading system, a student earns a number of quality points according to the following scale:

A+ 4 1/3	B- 2 2/3	D+ 1 1/3
A 4	C+ 2 1/3	D 1
A- 3 2/3	C 2	D- 2/3
B+ 3 1/3	C- 1 2/3	F 0
B 3		

A student's accumulative average is computed by summing his or her quality points and dividing by the number of courses taken.

The College reserves the right to make changes and adjustments in the grading system even after a student enrolls.

The College also offers a Satisfactory/Unsatisfactory grading option. This option is intended to encourage students to be intellectually adventurous in choosing courses with subject matter or approaches substantially distant from their prior academic experience or attainment. An S signifies satisfactory work, and is given if a student performs at the C- level or higher; a U signifies unsatisfactory work, and is given for work below the C- level. A student may elect to take a total of six courses on an S/U basis during his or her four years at Gettysburg College; however, no more than two S/U courses may be taken in any one year. Courses for which the grade recorded is S may not be counted toward

meeting graduation requirements for distribution or for the major. Exceptions may be made with regard to the major in cases where a department specifies that a particular course is available under the S/U grading system only, and in cases where the major was declared after the course was taken and permission is granted by the department. Courses graded S/U do not affect a student's quality point average,



but a course completed with an S grade will count toward the total number of courses needed for graduation.

The only exception to the two-courses-per-year S/U limit is for seniors who are enrolled in either Education 475 or 477. These students may take an additional course under the S/U option during the senior year, provided that their total number of S/U courses does not exceed six.

When a student registers for and completes a course which he or she has already taken at Gettysburg College, both the credit and the grade previously earned are cancelled, but they are not removed from the permanent record. The credit and grade earned in repeating the course are counted toward the student's requirements.

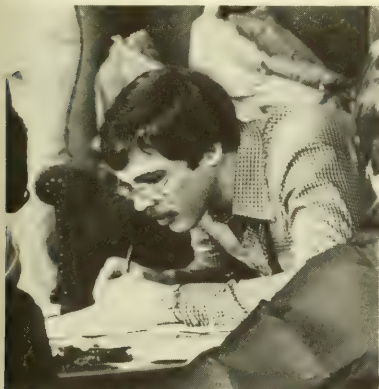
A grade of I (Incomplete) is issued by the Dean of the College or Dean of Educational Services when emergency situations, such as illness, prevent a student from completing the course requirements on time. Unless the Academic Standing Committee extends the time limit, an Incomplete automatically becomes an F if it is not removed within the first six weeks of the term or terms following the one in which it was incurred.

A student may drop a course only with the permission of the instructor and his or her adviser. In the fall and spring terms, a student who officially withdraws for medical reasons or who withdraws during the first three weeks receives a W. A course dropped during the first three weeks is not recorded on the permanent record. A student

withdrawing after the first three weeks receives a WP (withdraw passing) or WF (withdraw failing) according to the estimate of the work done in the course up to the time of withdrawal. Those withdrawing from a course during the last five weeks of a term will receive a WF. A grade of N/F (non-attendance failure) will be given for those who do not attend the classes for a registered course and fail to withdraw properly. The grades of WF and N/F carry 0 quality points and are used in computing averages.

Academic Standing

The Academic Standing Committee normally reviews student records at the end of each term. A student who is failing to make satisfactory progress toward graduation may be warned, placed on academic probation, advised to withdraw, or required to withdraw. A student on probation must show satisfactory



improvement during the following term or he or she may be required to withdraw. (In accordance with the regulations of the National Collegiate Athletic Association and the Association of Intercollegiate Athletics for Women, a student who is advised to withdraw but chooses to remain at the institution in an attempt to improve his or her academic record, may not participate in the institution's intercollegiate athletic program.)

Transcripts

Each student is entitled to one official transcript of his or her record at no charge. Additional transcripts are \$1.00 per copy. Requests for transcripts must be in writing and should be directed to the Office of the Registrar.

Withdrawal and Readmission

A student who voluntarily withdraws from the College is expected to arrange for an interview with a member of the Student Life or Educational Services Staff. Failure to do so may jeopardize a student's opportunity for readmission.

All students who leave the College for whatever reason, must petition the Academic Standing Committee through the Office of Educational Services for readmission. The Academic Standing Committee will review the petition, the student's past record, activities since leaving college, and prospects for successful completion of remaining undergraduate work. A student required to withdraw for academic reasons must wait a full year before submitting a petition for readmission.

Students who have been required or advised to withdraw and are subsequently readmitted will normally be considered ineligible to participate in intercollegiate athletics during the first full term of their return to the College.

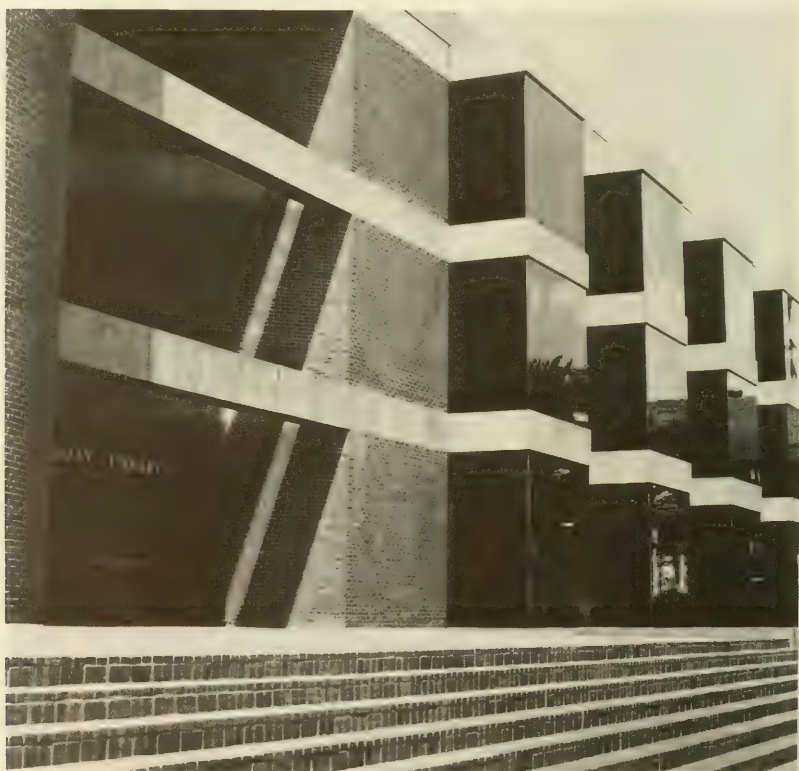
Transfer Credit

Students may receive a maximum of two course credits for work taken at other colleges after enrolling at Gettysburg if such courses have first been approved by the chairman or chairwoman of the department concerned and by the Registrar. This transfer option is not available to those who receive transfer credit at the time of admission or readmission to the College. The two course credit limitation does not apply to Central Pennsylvania Consortium Courses or to off-campus study programs which are described

beginning at page 41. Course credit but not the grade is transferred to Gettysburg if the grade earned is a C- or better. Grades as well as credit are transferred for work done at another Central Pennsylvania Consortium College, or in certain Gettysburg College approved programs (Consortium Programs, Washington and U.N. Semester Programs, Lutheran Theological Seminary Exchange).

Exemption from Degree Requirements

The College may recognize work on the college level completed elsewhere by a student. This recognition may take the form of exemption from degree requirements and may carry academic credit. Students should present their requests for such recognition to the Registrar. They should be prepared to





demonstrate their competence on the basis of their academic record, Advanced Placement Examination (see page 134) of the College Entrance Examination Board, or examinations administered by the department concerned. The decisions on exemption and credit rest with the department and the Dean of the College.

Students may satisfy the writing proficiency requirement by scoring sufficiently high on the Test of

Standard Written English (TSWE) of the College Entrance Examination Board. In 1981, the College exempted those students who scored 58 or above on the TSWE. Those scoring 53-57 were permitted to gain exemption by passing a departmental examination given on the campus.

Students may satisfy the foreign language requirement in a language not regularly offered at Gettysburg by demonstrating achievement at the intermediate level through transfer credit, by examination, through independent study with a Gettysburg faculty member, or through an approved exchange program with the Central Pennsylvania Consortium. For foreign students, who have learned English as a second language, the requirement may be satisfied with the student's primary language.

Individualized Study and Seminars

There are opportunities in most of the departments for students to engage in individualized study and seminars. These opportunities are primarily for seniors, but other students are frequently eligible. In some departments participation in this type of activity is part of the required program of study; in others it is optional. Most of these courses are numbered in the 400's under Courses of Study.

Senior Scholars' Seminar

The College offers an unusual opportunity for its outstanding senior students. Each fall, the Senior Scholars' Seminar, composed of selected seniors, undertakes the study of a contemporary issue which affects



the future of man. The issues are ones which pose a threat to the values or existence of human society. Past topics have included genetic engineering, the habitat of man, conflict resolution, global disparities, computers and human communication, aging and the aged, U.S. energy policy, and dissent and nonconformity. These issues are multidisciplinary in scope and the students selected for this seminar represent a wide variety of majors.

The Senior Scholars' Seminar invites authorities of national stature to serve as resource persons. Persons who have visited the seminar as consultants include George Wald, Ian McHarg, Kenneth Boulding, Herbert Gans, Paolo Soleri, Alan Westin, Joseph Fletcher, Leon Kass, Stuart Udall, Georg Borgstrom, Maggie Kuhn, David Freeman and Thomas Szasz. Student participants in the seminar publish a final report based on their findings and recommendations.

During their junior year, students in the top quarter of their class are notified of their eligibility and are invited to apply to participate in the seminar. The Interdepartmental Studies Committee and the course directors select up to twenty participants from as many different academic disciplines as

possible, basing their selection on students' interest and academic competence.

Students selected for the seminar are expected to participate in non-credit, informal planning sessions with the course directors during the spring term of their junior year. The purpose of these sessions is to define further the seminar topic, to select resource persons, and to select and compile reference material. Students who

participate in the planning sessions during the spring term of their junior year and register for the seminar both in the fall term and in the January Term of their senior year receive two course credits upon satisfactory completion of their work.

Computer Courses

In the tradition of the Liberal Arts, Gettysburg College emphasizes the interdisciplinary nature of the computer as a tool in problem solving. A thorough understanding of the concepts and applications in various disciplines is important for those students interested in pursuing a career in computer science. The Biology, Chemistry, Business and Economics, Mathematics, Physics, Political Science, Psychology, and Sociology and Anthropology Departments all offer courses that make significant use of the computer.

In addition to these courses in various departments, the College has a Computer Studies curriculum of courses that cover the concepts that are at the core of computer science. These courses are listed under Computer Studies in the Course Descriptions section of this catalogue. While there are within the College over fifty courses that utilize the computer (not including those in the Computer Studies curriculum), the following courses offer a more concentrated study in the use of the computer.

BUS 377	Fundamentals of Automated Business Information Systems and
BUS 378	Business Data Processing Systems and Management
MATH 174	Computer Methods
MATH 275	Introduction to Computer Science
MATH 276	Data Structures
MATH 366	Numerical Analysis



Teacher Education Programs

Gettysburg College education programs in secondary school subjects, elementary education, music education, and health and physical education have received program approval from the Pennsylvania Department of Education. Because the liberal arts are central to the College's teacher education programs, the Gettysburg student planning to teach must complete a major in

an academic department of his or her choice. The student fulfills all the requirements for the Bachelor of Arts degree or for the degree of Bachelor of Science in Music Education. Upon completing a program in teacher education, a student is eligible for a Pennsylvania Certificate, Instructional I, enabling him or her to teach in the public schools of the Commonwealth and nearby states with reciprocal agreements.

Secondary Education Students interested in preparing to teach academic subjects in the secondary schools must complete one of the following approved programs for secondary certification: biology, chemistry, physics, general science, mathematics, English, German, Latin, French, Spanish, health and physical education, and comprehensive social studies. These secondary programs have been granted program approval by the Pennsylvania Department of Education. The student must complete an approved program listed in the Handbook for Teacher Education, which will, in most cases, closely parallel the requirements in his or her major. Early planning beginning in the sophomore year is essential for all of these programs.



Secondary education students are required to engage in pre-student teaching experiences in the secondary schools during the sophomore and junior years. Students serve as observers, aides, and small group instructors in secondary classrooms. These experiences are part of the requirements for Education 209 or J 9 (Social Foundations of Education—Secondary) to be scheduled in the sophomore year. Education 201 (Educational Psychology) shall be scheduled in the junior year. For the senior year, the student, in consultation with his or her major department, will select either the fall or spring term as the Education Term. The following program constitutes the Education Term:

Education 303 (Educational Purposes, Methods, and Educational Media: Secondary)

Education 304 (Techniques of Teaching and Curriculum of Secondary Subjects—Biology, English, etc.)
Education 477 (Student Teaching—Secondary two courses)

The student seeking admission to the secondary education program must file an application with the Education Department by February 15th of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty from each department which has students in the secondary education program. This Committee also determines standards for admission to the program. Members of the Committee also teach Education 304 for the students of their respective departments and observe them when they engage in student teaching.



The admission of a student to the Education Term depends upon the student's academic achievement and a recommendation from his or her major department. The guidelines for evaluating a student's academic achievement are an accumulative grade point average of 2.33 and a grade point average in the major of 2.66.

Completion of a program in secondary education enables a student to teach in Pennsylvania, and numerous other states cooperating in a reciprocity arrangement. A student planning to teach in New Jersey will complete one of the above programs; the education courses as outlined; and Biology 101, 102, or Health and Physical Education 211. A student planning to be certified in a science must have a major in one of the basic sciences and should have a full year laboratory course in each of the remaining ones.

Students in the program leading to certification in secondary education shall present the six specified courses in Education. In addition to these six courses, students are permitted one additional education course in individualized study, or in an education internship, to count toward the Bachelor of Arts degree.

Elementary Education The elementary education program is distinctive in giving the opportunity to concentrate in the liberal arts studies and complete an academic major, thus qualifying for the Bachelor of Arts degree.

Students interested in entering the elementary education program should consult with Mr. Slaybaugh or Mr. Packard in the Education Department no later than the fall term of the sophomore year in order to establish a program of study.

The prospective elementary teacher should complete the following program:

- 1) Psychology 101, preferably in the freshman year
- 2) Education 201, Mathematics J 18 (Basic Concepts of Elementary Mathematics) or 180, and Psychology 225
- 3) Education 331, Education J 37 (Elementary School Science: Purposes, Methods and Instructional Media) or 370, Education 306, and Psychology 225 if not completed previously.
- 4) Education Term—fall or spring of senior year

Education 475 Elementary Student Teaching (2 courses)

Education 334 Corrective Reading

Education 309 Social Foundations of Education—Elementary

Student teaching (Education 475) consists of nine weeks in a public school near the College. At the conclusion of student teaching Education 309 and 334 are taken. Education 334 includes a laboratory experience in corrective reading with elementary pupils.

Elementary education students are required to engage in pre-student teaching experiences in the elementary schools during the sophomore and junior years. Arrangements for these experiences are made by the Education Department. Students serve as observers, aides, and small group instructors in elementary classrooms.





The student seeking admission to the elementary education program must file an application with the Education Department by February 15th of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty members from the Education Department and other departments. This committee also establishes standards for admission to the program.

The admission of a student to the Education Term depends upon academic achievement and recommendation of the Committee on Teacher Education. Criteria for admission include a C+ overall average and demonstrated competence in the education courses completed during the sophomore year and in the fall and January Terms of the junior year.

Students interested in teaching in states other than Pennsylvania will find that a number of states certify teachers who have completed a baccalaureate program in elementary education at a college approved by its own state department of education.

Students in the program leading to certification in elementary education shall present the eight specified courses in Education. In addition to the eight courses,

students are permitted one education course in individualized study, or in an education internship, to count toward the Bachelor of Arts degree.

Music Education The prospective teacher of music in the elementary and secondary schools should complete the program for the degree of Bachelor of Science in Music Education. This requires successful completion of the following:

1. 35 courses, exclusive of courses in applied music. During the normal four years a student may take 36 courses.
2. Two terms of the basic activities quarter courses in health and physical education. These quarter courses are not counted toward the 35-36 courses mentioned above.



3. 12 courses in Music, as follows:

Music Theory

- Music 141 (Theory I)
- Music 142 (Theory II)
- Music 241 (Theory III)
- Music 242 (Theory IV)
- Music 341 (Theory V)
- Music 342 (Theory VI)

Music History and Literature

- Music 312 (History of Medieval, Renaissance, and Baroque Music)
- Music 313 (Music in Classic and Romantic Periods)
- Music 314 (Music in the Twentieth Century)

Conducting

- Music 205 (Choral Conducting)
- Music 206 (Instrumental Conducting)

Applied Music

- Music 456 (Senior Recital)

4. 5 courses in Music Education, as follows:

- Music J 22 (Principles and Procedures of Teaching Music in Elementary School)
- Music 321 (Principles and Procedures of Teaching Music in the Secondary School)
- Music 474 (Student Teaching) (3 course units)

5. Distribution requirements for the Bachelor of Arts degree: 13 courses maximum

6. Electives and Certification Requirements:

- Psychology 101
- Education 209 or J 9 (Social Foundations of Education)
- Education 201 (Educational Psychology)

Plus a minimum of 3 other electives

7. 3 to 5½ courses (12 to 21 quarter courses) in applied music: These courses do not count toward the 35 course graduation requirement and may be taken in addition to the 36 courses permitted. Consequently, in the fall



and spring terms the student will typically carry 4 full courses plus several quarter courses in applied music. The latter must include work in:

Major instrument—6 quarter courses

Piano—Approximately 4 quarter courses

Voice—2 quarter courses

Instrumental Techniques—7 quarter courses

8. Participation for four years in an authorized musical group and presentation of a recital in the senior year.

9. The requirements for the Bachelor of Arts degree, listed on page 23.

The student in the Bachelor of Science program should consult with the music department as early as possible in order to

arrange a four-year program. The following are the courses that should be scheduled:

Freshman Year

Music 141, 142 (Theory)

English (See Distribution Requirement, No. 1, p. 24)

Foreign Language (See Distribution Requirement, No. 2, p. 24)

Psychology (Meets part of Distribution Requirement, No. 8, p. 25)

Religion, History or Philosophy course (See Distribution Requirement, No. 4, p. 25)

Religion course (See Distribution Requirement, No. 3, p. 25)

Sophomore Year

Music 241, 242 (Theory)

Music 312 (History)

Two Laboratory Science courses (See Distribution Requirement, No. 7, p. 25)

Social Foundations of Education

Foreign Language

Literature course J-Term (See Distribution Requirement, No. 5, p. 25)

Junior Year

Music 341, 342 (Theory)

Music 313, 314 (History)

Music 205, 206 (Conducting)

Educational Psychology

Religion, History or Philosophy course

Senior Year

Music 321 (Principles and Procedures of Teaching Music in the Secondary School)

Music J-22 (Principles and Procedures of Teaching Music in Elementary School)

Literature course

Social Science course

Non-Western culture course
(See Distribution Requirement, No. 9, p. 25)

Music 456 (Senior Recital)

Student Teaching 474

In each term the student must schedule applied music and instrumental technique courses

and be a member of an authorized performance ensemble. Additionally, two terms of health and physical education are required.

Employment Prospects in Teaching

Of the 1981 graduates who sought teaching positions in elementary education ninety-three percent were teaching in the next school year, and in secondary ninety-four percent. The average salary for 1980 graduates reporting this information to the College was \$10,750.

Teacher Placement The College maintains a Teacher Placement Bureau to assist seniors and graduates in securing positions and to aid school officials in locating qualified teachers. All communications should be addressed to the Director of the Teacher Placement Bureau.





Off-Campus Study

Central Pennsylvania Consortium

The program of the College is enriched by its membership in the Central Pennsylvania Consortium, consisting of Dickinson, Franklin and Marshall, and Gettysburg Colleges. The Consortium provides opportunities for exchanges by students and faculty and for other off-campus study. The Consortium stands ready to explore innovative ideas for cooperation among the member institutions.

Consortium Exchange Program

Gettysburg College students are eligible to apply for course work at another college within the Central Pennsylvania Consortium. Students may take a single course or enroll at the "host" college for a semester, or a full year. Gettysburg College accepts both credits and grades earned through the exchange program. Interested students should consult the Registrar.

The Harrisburg Urban Semester

The Harrisburg Urban Semester (THUS) enables students to earn a semester of academic credit while living in Harrisburg, Pennsylvania, and investigating a wide range of academic and nonacademic urban activities in the capital of Pennsylvania. THUS students participate in both an internship carefully designed to suit their academic, vocational and personal

interests and an interdisciplinary seminar on urban studies. They may also participate in an additional topical seminar or an independent studies project. Internships cover every urban activity, ranging from environmental protection, prison and probation work, drug rehabilitation programs, day care, state legislative work, mental health programs, city planning, legal services, community organization, to various business activities.

The Central Pennsylvania Consortium sponsors THUS. Fees for the program are the same as Gettysburg's Comprehensive Fee; students already receiving financial aid are eligible to have such assistance applied to the cost of the program. THUS provides participants with rental housing which is easily accessible to public transportation in Harrisburg. Students interested in the program should contact Dr. Ann H. Fender, Associate Professor of Economics and Business Administration, for further information.

Additional Off-Campus Programs

Washington Semester Gettysburg College participates with American University in Washington in a cooperative arrangement known as the Washington Semester. This enables a limited number of superior students in the social sciences to engage in a first-hand study of the federal government in action.



Students in the Washington Semester program participate in seminars (two course credits), undertake a major research project (one course credit) and serve an internship (one course credit) in a Congressional, executive or political office. The seminars, research project, and internship provide students with several opportunities for discussion with members of Congress and their staff, Supreme Court Justices, executive officials, and lobbyists. Residence in Washington provides a unique setting for the conduct of political research.

The Washington Semester may be taken during either term of the junior year or the fall term of the senior year. To qualify, a student must have completed at least one course in political science, have a minimum accumulative average of 2.50, and 3.00 in the major, and

clearly demonstrate ability to work on his or her own initiative. Most participants major in political science, history, sociology, and economics, but applicants from other areas are welcomed. In addition to the regular Washington Semester program, related programs include the Foreign Policy Semester, the International Development Semester, and the Washington Urban Semester. Further information may be obtained from the Department of Political Science.

The Washington Economic Policy Semester Gettysburg College participates in this cooperative, intercollegiate honors program with The American University in Washington, D.C. The semester is designed for students with an interest in economics. It examines intensively economic policy-making from both the theoretical and practical, domestic and





surrounding the policy making process, to make them better informed citizens, and thus to improve their understanding of the complex interaction between the government and the economy. For those persons who plan to be professional economists, it will provide a practical introduction to learning about the nation's important economic institutions as well as the political considerations that influence the translation of economic theory into government policy. The program will allow students to become familiar with the basic economic issues of the times and with the different approaches for solving those problems. For the person who is interested in becoming a business economist, lawyer, or community organizer, the knowledge gained about the bureaucracy in Washington and how the federal government operates will be invaluable in his or her career.

international points of view. During the semester, students are brought into direct contact with people who are involved in the formulation of economic policy.

The program of study includes (1) the Economic Policy Seminar (two course credits), which encompasses a theoretical analysis of economic policy problems; extensive reading; on site discussions with economic

policy decision-makers; preparation of papers; and the presentation of alternative paradigms that may be used to understand economic policy; (2) the choice of an internship (one course credit) in a private or governmental agency involved with economic policy, or an intensive independent research project (one course credit); and (3) an elective chosen from the courses offered by The American University. It should be noted that the grades received in these courses, as well as the credit for four courses, will appear on the student's Gettysburg College transcript.

This program can be helpful to students in several ways. For all students, it provides an opportunity to dispel the mystery





Junior Year Abroad Qualified students may study abroad during one or two terms of their junior year. The Registrar maintains an information file of possible programs and stands ready to assist students with their unique study plans. It is important to begin the planning process early. During the first term of the sophomore year students who plan to study abroad should discuss with their advisers the relationship of their proposed course of study to their total academic program. An outline of the program and a list of specific courses with appropriate departmental approval must be submitted to the Academic Standing Committee, which gives final approval on all requests to study abroad. To qualify a student normally must have a minimum accumulative grade point average of 2.50 and a grade point average of 3.00 in the major. Junior year abroad programs are not limited to language majors; students in any major field may apply. Further information may be obtained from the Office of the Registrar.

The student should take the Washington Economic Policy Semester in the fall or spring term of the junior year or the fall term of the senior year. To qualify, a student must have a minimum accumulative grade point average of 2.50, a grade point average of 3.00 in the major, and have demonstrated the ability to work on his or her own initiative. In addition, students wishing to apply for this program should have completed Economics 101-102, 153, 241, 243, and 245. Most participants major in economics and business administration; however, interested applicants from other areas are encouraged to apply. Further information, including the application procedure for this program, can be obtained from Dr. William F. Railing, Chairperson of the Department of Economics and Business Administration.

The United Nations Semester

Students qualifying for this program spend a term at Drew University in Madison, New Jersey. On Tuesdays and Thursdays these students commute to the United Nations for a survey course in international organization which consists in part of briefings and addresses by individuals involved in United Nations activities. A research seminar also uses the facilities of the United Nations Headquarters. Other courses to complete a full term's work are taken at the Drew Campus.

Students from any academic concentration who have taken an introductory course in political science and who maintain a respectable grade point average are eligible for nomination. Further information may be obtained from the Department of Political Science.

Preprofessional Studies

Prelaw Preparation A student planning a career in law should develop the ability to think logically and to express thoughts clearly. In addition, the prospective law student needs a wide range of critical understanding of human institutions. These qualities are not found exclusively in any one field of study. They can be developed in a broad variety of academic majors. It should be noted that a strong academic record is required for admission to law school.

The College has a prelaw committee of faculty and administrators each of whose members is available to assist and advise students in their consideration of the legal profession and to aid them in gaining admission to law school. The committee has prepared a statement, available through the Admissions and Career Services

Offices, describing prelaw preparation at Gettysburg. Students planning a career in law should consult as early as possible with a member of the committee; a list of the members is available through the Dean of the College Office.

Premedical Preparation The Gettysburg College curriculum provides the opportunity, within a liberal arts framework, for a student to complete the requirements for admission to professional schools of medicine, dentistry, and veterinary medicine, as well as several allied health schools. Students considering a career in one of these fields are advised to schedule their courses carefully, not only to meet the admission requirements for the professional schools, but also to provide for other career options in the event that their original choices are altered. The following courses will meet the minimal



Lutheran Theological Seminary Exchange Gettysburg College students are eligible to take up to four courses at the Lutheran Theological Seminary also located in Gettysburg. Both credits and grades earned at the Seminary will be transferred to the student's college transcript as "in-residence" credit. Interested students should consult the Registrar.





chemistry, the requirements can be met by majors in most other subjects with careful planning of a student's program. Premedical students are encouraged to choose electives in the humanities and social sciences and to plan their programs in consultation with their major adviser or a member of the premedical committee.

All recommendations for admission to medical or dental or veterinary schools are made by the premedical committee, normally at the end of the junior year. Students seeking admission to these professional schools must also take one of the following national admissions examinations: MCAT (medical), DAT (dental), VAT or GRE (veterinary). The Premedical Committee is composed of members from the Departments of Biology, Chemistry, Physics, and Psychology, with the Associate Dean of the College acting as



entrance requirements for most medical, dental, or veterinary schools: Biology 111, 112; Chemistry 111, 112; Chemistry 203, 204; Math 107, 108 or Math 111, 112; Physics 103, 104 or Physics 111, 112; two or three courses in English; and a foreign language through the intermediate level. Since completion of these courses will also give the student minimum preparation for taking the national admissions examinations (to prepare for the Biology sections of these examinations, Biology 200 should also be completed) for entrance to medical, dental, or veterinary school, it is advisable to have completed or be enrolled in these courses by the spring of the junior year, when the tests ordinarily are taken. While most students who seek recommendation for admission to professional school major in either biology or



chairperson. Because of the competition for admission to medical school, the premedical committee recommends that a student maintain a high accumulative average (near 3.50) overall and in medical school required courses. Generally, students with a competitive accumulative average and a competitive score on the MCAT gain an interview at one or more medical schools.



The premedical committee has prepared a brochure about preparation at Gettysburg for the health professions. Copies of this are available from the Admissions and Dean of the College Offices. The premedical committee holds periodic meetings to explain requirements for admissions to health professions schools and to bring representatives of these schools to campus to talk to students. In the office of the Dean

of the College is a collection of materials about the health professions. It includes information about admissions requirements, guidebooks on preparing for national admissions examinations, catalogues from many health professions schools, and reference materials on fields such as medicine, dentistry, veterinary science, optometry, pharmacy, podiatry, physical therapy, public health, and health care administration.

Certified Public Accounting Preparation Gettysburg College offers, to the best of its knowledge, the courses which are necessary to satisfy the Certified Public Accounting requirements in all the states. Students are responsible, however, for determining what these requirements are for specific states and whether departmental courses satisfy them. A student

interested in a public accounting career should see page 72 and contact Dr. William F. Railing, Chairperson of the Department of Economics and Business Administration, as early as possible in his or her college career.

Cooperative Programs

Engineering This program is offered jointly with Washington University in St. Louis, Rensselaer Polytechnic Institute (RPI) and

Pennsylvania State University. Students spend three years at Gettysburg College followed by two years at one these universities. Upon successful completion of this 3-2 program the student is awarded the Bachelor of Arts degree from Gettysburg and the Bachelor of Science degree from Washington University, RPI or Pennsylvania State in one of the engineering disciplines. A student attending RPI under this program has the additional option of a 3-3 or a 4-2 program. These six year programs culminate in a bachelor's degree from Gettysburg and a master's degree from RPI.

Candidates for this program will have an adviser in the Physics Department. Normally a student will be recommended to Washington University, RPI or Pennsylvania State during the fall term of the student's junior year. A student who receives a

recommendation from the Physics Department to one of these universities is guaranteed admission into the engineering program.

In addition to fulfilling all of the college distribution requirements in three years, students in the cooperative engineering program must take Physics 111, 112, 211, J 33, 216; Mathematics 111, 112, 211, 212, 363; and Chemistry 111, 112. Students desiring to attend Pennsylvania State must also take English 101 and 201, Speech 101, Economics 101-102 and a two course sequence in one of the humanities. Pennsylvania State also requires two one-quarter courses in Engineering Graphics which may be taken by correspondence or by attending a Pennsylvania State campus in the summer. Washington University has a humanities requirement of one humanities course that has at least one course prerequisite to it.

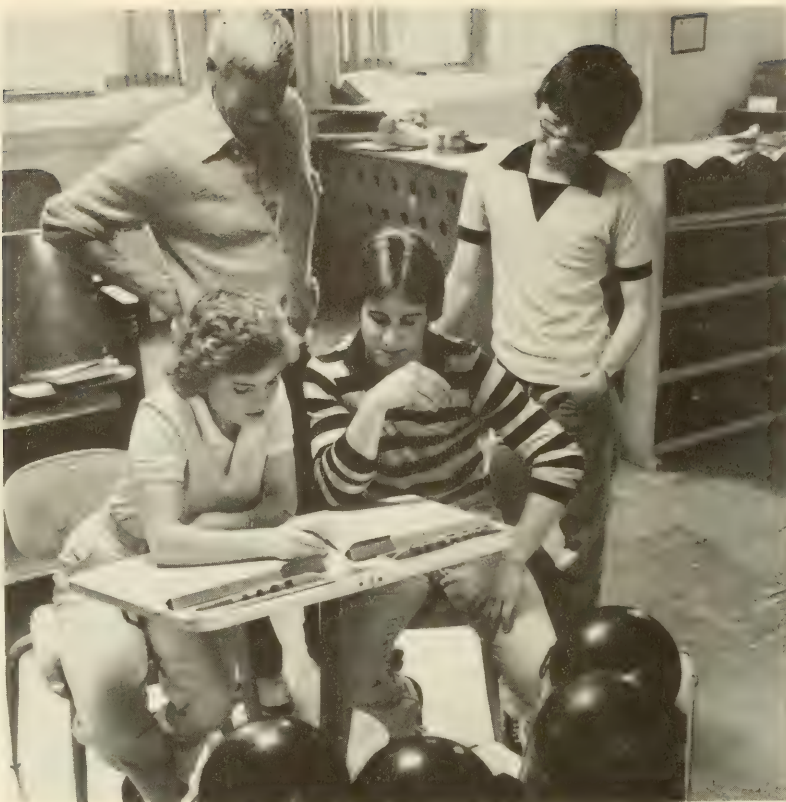
Because of the limited flexibility of the cooperative engineering curriculum at Gettysburg, students are urged to identify their interests in this program at the earliest possible time in their college careers.

Forestry and Environmental Studies The College offers a cooperative program with Duke University leading to graduate study in natural resources and the environment. The student will earn the bachelor's and master's degree in five years, spending three years at Gettysburg College and two years at Duke University's School of Forestry and Environmental Studies. The student must fulfill all the distribution requirements by the end of the junior year. The first year's work at Duke will complete the undergraduate degree requirements and the B.A. will be awarded by Gettysburg



College at the end of the first year at Duke. Duke will award the professional degree of Master of Forestry or Master of Environmental Management to qualified candidates at the end of the second year.

Candidates for the program should indicate to our Admissions Office that they wish to apply for the Forestry and Environmental Studies curriculum. At the end of the first term of the third year, the College will recommend qualified students for admission to the Duke School of Forestry and Environmental Studies. No application need be made to the School of Forestry and Environmental Studies before that time. During the first term of the junior year at Gettysburg the student must file with the Office of the Dean of Educational Services a petition for off-campus study during the senior year. All



applicants are urged to take the verbal and quantitative aptitude tests of the Graduate Record Examination in October or December of their junior year.

The major program emphases at Duke are Natural Resources Science/Ecology; Natural Resources Systems Science; and Natural Resources/Economic Policy; however, programs can be tailored with other individual emphases. An undergraduate major in natural sciences, social sciences, business administration, or pre-engineering is good preparation for the programs at Duke, but a student with other undergraduate concentration will be considered for admission. All students contemplating this cooperative program should take at least one year each in biology, mathematics, economics and physics.

Students begin the program at Duke with a one-month session of field work in natural resource measurements in August. The student must complete a total of 60 units, which generally takes four semesters.

Some students may prefer to complete the bachelor's degree before undertaking graduate study at Duke. The master's degree requirements for these students are the same as those for

students entering after the junior year, but the 60-unit requirement may be reduced for relevant undergraduate work of satisfactory quality already completed. All credit reductions are determined individually and consider both the student's educational background and objectives.

Army Reserve Officers Training Program The ROTC program conducted by the Department of Military Science allows a student to earn a commission as a Second Lieutenant in the US Army concurrent with academic degree conferral. The training received in leadership, management and human relations provides an excellent, highly valued foundation for subsequent civilian careers.

The Basic Course covers the first two years of the ROTC Program. Instruction includes the national defense structure, military history and leadership instruction. The fall and spring terms of both years involve one hour of classroom instruction and one hour of professional development lab per week. There is no military obligation involved with enrollment in the Basic Course.

The Advanced Course covers the third and fourth years of the ROTC program. Instruction includes advanced leadership development, group dynamics, organization and management, small unit tactics and administration. Each term entails three classroom hours and one professional development lab hour per week. In addition, Advanced Course cadets are paid \$100.00 per month. Army ROTC also offers scholarships on a competitive basis. Eligible students may apply for one, two or three-year scholarships which pay full tuition and book expenses plus \$100.00 per month.



The Military Science Department offers both a 4-year and a 2-year program towards commissioning. Interested students should contact a member of the Department of Military Science for details on both these programs. It should be remembered that a student must have two full academic years remaining to participate in the Advanced Course and must have completed the Basic Course or received credit for the Basic Course prior to being enrolled in the Advanced Course.

Senior Honors

The College awards the following honors to members of the graduating class. These senior honors are intended for students with four years residence at Gettysburg College, and computations for them are based on four years' performance.

1. Valedictorian, to the senior with the highest accumulative average.
2. Salutatorian, to the senior with the second highest accumulative average.
3. Summa Cum Laude, to those seniors who have an accumulative average of 3.75 or higher.
4. Magna Cum Laude, to those seniors who have an accumulative average of 3.50 through 3.74.
5. Cum Laude, to those seniors who have an accumulative average of 3.30 through 3.49.

The Academic Standing Committee may grant the above honors to students with transfer credit if they have satisfied the conditions of the honor during at least two years in residence at Gettysburg College and have presented excellent transfer grades.

In addition to the above, departments may award Departmental Honors for graduating seniors based upon their academic performance in a major field of study. Departmental Honors are awarded to transfer students on the same terms as to other students since the computation for this award is not necessarily based on four years in residence at Gettysburg College.

Deans' Honor List

The names of those students who attain an accumulative average of 3.60 or higher in the combined fall and January terms, or in the spring term, are placed on the Deans' Honor List in recognition of their academic attainments. To be eligible for this honor a student must take a full course load of four courses in the long term, with no more than one course taken under the S/U grading option during that term (except for students taking the Education Term, who may take two courses S/U).

Prizes and Awards

The following prizes recognize outstanding scholarship and achievement. They are awarded at a Fall Honors Program in October or a Spring Honors Convocation held in April or May. Grades earned in required courses in physical education are not considered in computations for prizes or awards. Transfer students are eligible for prizes and awards.

Endowed Funds

Baum Mathematical Prize The income from a fund contributed by Dr. Charles Baum (1874), is given to the sophomore showing the greatest proficiency in Mathematics.

Anna Marie Buddè Award The income from a bequest from Anna Marie Buddè, Instructor and Assistant Professor of Voice 1953-1972 is given to the outstanding sophomore voice student.

Romeo M. Capozzi Gettysburg College Athletic Training Room Award The income from a bequest from Rose Ann Capozzi in memory of her late husband, Romeo M. Capozzi, is given to the student who has demonstrated the greatest degree of proficiency in Athletic Training Room techniques.

John M. Colestock Award The award contributed by family and friends, is given to a senior male student whose optimism, enthusiasm, and strength of character have provided exceptional leadership in student affairs.

Malcolm R. Dougherty Mathematical Award The income from a fund contributed by the Columbian Cutlery Company, Reading, Pa., in memory of Malcolm R. Dougherty (1942), is awarded to a freshman showing proficiency in mathematics and working to earn part of his or her college expenses.



Margaret E. Fisher Memorial Scholarship Award The income from a fund contributed by Dr. Nelson F. Fisher (1918) in memory of his mother, is awarded to a male student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

Holly Gabriel Memorial Award A fund established by the friends and classmates of Holly Gabriel (1978) provides a memento and notation on a plaque in the office of The Sociology and Anthropology Department to a senior sociology major selected by The Department who demonstrates superior academic achievement, concern for the welfare of others, and the intent to continue this service beyond graduation.

Samuel Garver Greek Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Greek during the freshman year.

Samuel Garver Latin Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Latin during the freshman year.

Graeff English Prize The income from a fund established in 1866 is awarded to a senior selected by the English Department on the basis of outstanding achievement in the work of that Department.

David H. Greenlaw Memorial Prize The income from a fund contributed by Mr. and Mrs. Ralph W. Greenlaw in memory of their son, David H. Greenlaw (1966), is awarded to the student who has contributed most to the technical aspects of the College's drama productions.



John Alfred Hamme Awards Two awards, established by John Alfred Hamme (1918), are given to the two juniors who have demonstrated in the highest degree the qualities of loyalty, kindness, courtesy, true democracy, and leadership.

Henry W. A. Hanson Scholarship Foundation Award The income from a fund contributed by College alumni in honor of Henry W. A. Hanson and in recognition of his

leadership of and distinguished service to Gettysburg College and to the cause of education in the Lutheran Church and the nation, is awarded to a senior who plans to enter graduate school in preparation for college teaching. The student must have taken the Graduate Record Examination. If the senior chosen cannot accept, the next qualified candidate is eligible, and if no member of the senior class is chosen, a committee may select a member of a previous class.

Harry C. and Catherine Noffsinger Hartzell Award The income from a fund, contributed by James Hamilton Hartzell (1924) in memory of his parents, is awarded to the outstanding junior student in the Department of Sociology and Anthropology. The selection of co-recipients may be made at the discretion of the Department.

James Boyd Hartzell Memorial Award The income from a fund contributed by James Hamilton Hartzell (1924) and his wife, Lucretia Irvine Boyd Hartzell is awarded to a junior student majoring in economics or in business administration for outstanding scholarship and promise in these fields. The selection of co-recipients may be made at the discretion of the Department of Economics and Business Administration.

James Hamilton and Lucretia Irvine Boyd Hartzell Award The income from a fund contributed by James Hamilton Hartzell (1924) and his wife is awarded to a sophomore student for outstanding scholarship and promise in the field of History. The selection of co-recipients may be made at the discretion of the History Department.

Hassler Latin Prize The income from a fund contributed by Charles W. Hassler, is awarded to the best Latin student in the junior class.

Rev. George N. Lauffer (1899) and M. Naomi Lauffer (1898) Scholarship Award The income from a fund is given each year to a junior who has maintained high scholarship and who evidences outstanding ability and Christian character. It is understood that the recipient will complete the senior year at Gettysburg College.

Mr. and Mrs. William H. MacCartney Scholarship Award The income from a fund established by Michael Alan Berk and Kerry MacCartney Berk (1975) is given to a student on the basis of academic excellence, initiative shown in a work-study program, and contributions to the college through leadership in campus activities.

J. Andrew Marsh Memorial Awards The income from the fund is presented each year to the sophomore and junior students of Gettysburg College who best exemplify the "whole person" concept through positive attitude, exceptional spirit, high standards, and notable achievement, both curricular and extracurricular. Priority is given to candidates in the Army ROTC program.

Military Memorial Prize The income from a fund contributed by alumni and friends of the College is awarded to the student who has attained the highest standing in the advanced course of the Reserve Officers Training Corps.

Franklin Moore Award The income from a fund contributed by the friends of Mr. Moore is given to the senior who, during his or her undergraduate years, has shown the highest degree of good citizenship and, by character, industry, enterprise, initiative, and activities has contributed the most toward campus morale and the prestige of the College.

Muhlenberg Freshman Prize The income from a fund given by Dr. Frederick A. Muhlenberg (1836) is awarded to the freshman taking Greek or Latin who attains the highest general quality point average.

Muhlenberg Goodwill Prize An illuminated certificate is awarded to a senior male student "For his growth during formative years at Gettysburg College in awareness of personal responsibility for the welfare of all peoples; for a degree of achievement in same during College years; and in the hope of his future accomplishment for betterment of Community, State and Nation."



William F. Muhlenberg Award The income from a fund is awarded to two juniors on the basis of character, scholarship, and proficiency in campus activities.

Nicholas Bible Prize The income from a fund contributed by the Rev. Dr. J. C. Nicholas (1894) is awarded to the senior who has done the best work in advanced courses in religion.

Clair B. Noerr Memorial Award An inscribed medal, established by Constance Noerr (1958) in memory of her father, is awarded to a senior woman on the basis of proficiency in athletics, scholarship, and Christian character.

Dr. John W. Ostrom Composition Awards The income from a fund contributed by Dr. John W. Ostrom (1926) is awarded to the student who achieves excellence and

demonstrates the greatest improvement in freshman composition (English 101) and to the student who achieves excellence and demonstrates the greatest improvement in advanced composition (English 201).

Dr. John W. Ostrom English Award The income from a fund contributed by Dr. John W. Ostrom (1926) is awarded to the student who has, in the judgment of the members of the Department of English, written the best expository essay for an upper level English course.

Keith Pappas Memorial Award Notation on a plaque in the Office of the Dean of Student Life and a certificate is given annually as a memorial to Keith Pappas (1974), an honors graduate who made an extraordinary contribution to the life of this College and its people. This award is to be given to a



current student who most significantly affects the College community through the quality of his or her participation in its functions and whose divergent contributions give form to what is called Gettysburg College.

Jeffrey Pierce Memorial Award The income from a Memorial Fund established in honor of Jeffrey Pierce (1971), is awarded annually to that male senior who, in the judgment of the Department, has reached the highest level of achievement in the field of history.





Martha Ellen Sachs Prize The income from a fund contributed by John E. Haas in memory of his aunt, a Lecturer at the College, is awarded to a student exhibiting excellence in English composition, with consideration given to improvement made during the year.

Stine Chemistry Prize The income from a fund contributed by Dr. Charles M. A. Stine (1901), is awarded to a senior chemistry major on the basis of grades in chemistry, laboratory technique, personality, general improvement in four years, and proficiency in chemistry at the time of selection.

Earl Kresge Stock Prizes The income from a fund contributed by Earl Kresge Stock (1919) is awarded to the three students who write the classroom papers judged best in the areas of the humanities, the sciences, and the social sciences.

Samuel P. Weaver Scholarship Foundation Prizes Prizes established by Samuel P. Weaver (1904), are awarded to the two students writing the best essays on an assigned topic in the field of constitutional law and government.

Earl E. Ziegler Junior Mathematics Award The income from a fund contributed by Phi Delta Theta Alumni is given in honor of Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935–1968, to the student who is majoring in mathematics and has the highest average in mathematics through the middle of the junior year.

Earl E. Ziegler Senior Mathematics Award The income from a contribution by Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935–1968, is awarded to the mathematics major who has achieved the highest average in mathematics through the middle of the senior year.

Edwin and Leander M. Zimmerman Senior Prize The income from a fund is given to the senior whose character, influence on students, and scholarship have contributed most to the welfare of the College.

Unendowed

Charles W. Beachem Athletic Award The Physical Education Department presents a trophy in memory of Charles W. Beachem (1925), the first alumni secretary of the College. Based on Christian character, scholarship, and athletic achievement, the award is given to a senior student.

Beta Beta Beta Junior Award This award is given to a junior Biology major who has become an active member of Beta Beta Beta. The award is based on scholarship, character, and attitude in the biological sciences.

Beta Beta Beta Senior Award This award is given to a senior Biology major who has demonstrated academic excellence in the biological sciences. The

award is based on scholarship, character, and an active participation in the Rho Chapter of Beta Beta Beta.

C. E. Bilheimer Award Notation on a plaque and a memento are given to the senior major in health and physical education with the highest academic average.

Chemistry Department Research Award The award provided by the Chemistry Department is given to the graduating senior chemistry major who has made the greatest contribution both in his or her own research and to the research activities of the Chemistry Department.

College President's Award: Military Science An engraved desk writing set is awarded to the outstanding senior in the Army ROTC program chosen on the basis of academic excellence, military performance, especially leadership ability, character, industry and initiative, and participation in activities.

Delta Phi Alpha Prize A book on German culture is awarded to the outstanding student for the year in the German Department.

Anthony di Palma Memorial Award An award established by the family of Anthony di Palma (1956), provides a book to the junior having the highest marks in history. Other things being equal, preference is given to a member of Sigma Chi fraternity.

French Cultural Counselor's Award A book presented by the Cultural Counselor of the French Embassy is awarded to a senior for outstanding achievement in French.

Frank H. Kramer Award The award is given by Phi Delta Theta fraternity, in memory of a former



Professor of Education, to a senior for the excellence of his or her work in the Department of Education.

Pennsylvania Institute of Certified Public Accountants Award This award sponsored by the Pennsylvania Institute of Certified Public Accountants is presented to a senior selected by the faculty of the Economics and Business Administration Department who has demonstrated excellence in the area of accounting and who, by participation in campus activities, shows qualities of leadership. Eligibility for this award is based on the satisfactory completion of a substantial number of accounting courses.

Phi Mu Alpha Award An award is made to a senior who has contributed most to one of the

music performing organizations, and has an accumulative average of 2.70 or better in his or her major.

Pi Lambda Sigma Awards The Pi Lambda Sigma Awards, a sum of money contributed by Pi Lambda Sigma, is given annually to a senior major in Business

Psi Chi Award The award is given to a senior psychology major, in the spring of his or her senior year, who shows promise in the field of psychological endeavor. Other things being equal, preference is given to a member of Psi Chi.

Psi Chi Junior Award An award is given to a senior psychology major who has displayed outstanding potential and initiative throughout his or her junior year.

Sceptical Chymists Prize To encourage the presentation of talks, the prize is awarded by the organization to the member or pledge who delivers the best talk before the Sceptical Chymists during the year.

Sigma Alpha Iota College Honor Award Sigma Alpha Iota, an international music fraternity, gives an award each year to a young woman in the local chapter who has exemplified the highest

musical, scholastic, and ethical standards, whatever her class standing. Contributions to the local chapter of Sigma Alpha Iota and participation in Music Department activities are important criteria for selection.

Sigma Alpha Iota Honor Certificate Sigma Alpha Iota annually awards in each chapter an honor certificate to the graduating woman who holds the highest academic average among music majors.

Society for Collegiate Journalists Award A medal is presented to a student who has done outstanding work on the College newspaper or literary magazine or with the radio station.

Dr. George W. Stoner Award The income from a fund is awarded to a worthy male senior accepted by a recognized medical college.

Student Life Council Award A citation is awarded to a student in recognition of the quiet influence he or she has exerted for the improvement of the campus community.

Wall Street Journal Student Achievement Award The award of a silver medal and a year's subscription to the *Wall Street Journal* is presented to a senior in the Department of Economics and Business Administration who has shown outstanding academic achievement in the study of finance and economics.

Charles R. Wolfe Memorial Award An award is given by Alpha Xi Delta to a graduating senior on the basis of scholarly endeavor, warmth of personality, and dedication to the College.



Administration, a senior major in Economics, and a senior major in Political Science. The recipients are selected by their respective departments and Pi Lambda Sigma on the basis of their outstanding overall scholastic records, departmental performances, campus activity, character, and potential for future growth.





GETTYSBURG

Courses
of Study

Each year the Registrar's Office issues an Announcement of Courses listing the courses to be taught during the fall and spring terms and the times they will be taught. A January Term Catalogue is issued in the fall by the Office of the Dean of the College listing the courses to be taught during the January Term. Since not every course listed in the following pages is offered each year, the Announcement of Courses and January Term Catalogue should be consulted to obtain the most current information about course offerings.

Usually, courses numbered 100-199 are at a beginning level. Intermediate courses are numbered 200-299. Courses numbered 300-399 are at an upperclass level. Courses numbered 400 and above are advanced seminars, internships and individualized study.

Courses which are listed with two numbers, e.g. Biology 101, 102, span two terms. For courses separated by a hyphen, the first numbered course must be taken as a prerequisite for the second. Where the two numbers are separated by a comma, either of the terms of the course may be taken independently of the other.

The distribution requirements for a B.A. degree are listed on page 23 and for a B.S. in Music Education on page 38. Courses to meet the distribution requirements are offered in various departments. Below is a list of distribution requirements for which courses are offered in more than one department and the departments offering such courses. The course listings for the departments indicate the courses which fulfill distribution requirements.

Distribution Requirements

Foreign Languages

History/Philosophy/Religion (This is in addition to the distribution requirement in Religion)

Literature

Art, Music, Creative Writing, or Theatre Arts

Laboratory Science

Social Sciences

Non-Western Culture

Departments offering courses that fulfill the Requirement

Classics, French, German, Russian, Spanish

Classics, French, German, Russian, Spanish
Philosophy, Religion, German and Russian, Spanish (some courses in foreign language departments are conducted in English)

Classics, French, English, Interdepartmental Studies, German and Russian, Spanish (some courses in foreign language departments are conducted in English)

Art, English, Music

Biology, Chemistry, Physics

Economics, Political Science, Psychology, Sociology and Anthropology

French, History, Interdepartmental Studies, Political Science, Religion, Sociology and Anthropology

The distribution requirement in Religion can be satisfied with a 100 level course in the Religion Department. The requirement of proficiency in written English can be demonstrated by passing English 101. A student may be exempted from the requirement on the basis of scores on the Test of Standard Written English and a writing examination given on campus early in the fall term.

The required 4 quarter courses in Health and Physical Education are offered through the Department of Health and Physical Education.

The January Term Catalogue indicates which distribution requirements can be fulfilled by specific January Term courses.

Anthropology—see Sociology and Anthropology

Art

Professor Qually (*Chairperson*)

Associate Professor Paulson

Assistant Professor deVegvar

Instructor Small

Overview

The Art Department has the following major objectives:

(1) to study the historical-cultural significance and aesthetic structure of architecture, painting, and sculpture, and the enduring dialogue between continuity and change; (2) to educate the visual sensibilities beyond the routine responses, toward an awareness of the visual environment around us, as well as cognition of works of art as the living past; (3) to teach the history of art and the practice of art as separate but interrelated disciplines; (4) to provide the interested major with a curriculum which will give him or her a foundation for graduate or professional study leading to a career in high school or college teaching, to positions as curators or research scholars in art, to commercial art and industrial design, or as professional painters, sculptors, and printmakers.

The Department offers to prospective majors a flexible program of study in interrelated studio and art history courses. It encourages students from disciplines other than art to select freely from both types of courses.

Requirements and Recommendations

Requirements for majors concentrating in the history of art are: a minimum of nine art history courses (in addition to Art 120) selected by the student, in consultation with the adviser, which will meet his or her projected needs and which the Department considers to be a coherent program; and two basic studio courses in order to sharpen visual perception and foster an understanding of visual structure (but without any mandate for technical competence). Students intending to concentrate in the history of art should take Art 111, 112, and 120 in the freshman year.

The Department further supports the careful selection of accompanying courses from the areas of history, philosophy, music, literature, and the sciences.

Requirements for majors concentrating in studio are: Art 121, 122, 141 and introductory courses in painting, printmaking, and sculpture, advanced courses in at least two of these disciplines and a minimum of four courses in the area of history and theory of art. The student is encouraged to take additional courses in the discipline of his or her special interest and competence.

Students intending to major in art with a concentration in studio should arrange to take Art 121, 122 or 141 in the freshman year.

A comprehensive examination, or its equivalent, will be required of majors in art history in order to synthesize the content of the separate disciplines of architecture, painting, and sculpture. For studio majors there will be a review by the art faculty of cumulative student work at the end of the first term of the senior year.

Because of graduate school requirements and extensive publications in French, German, and Italian, majors concentrating in the history of art are advised to fulfill their language requirement in one of these languages.

Distribution Requirements

Any course in the area of history and theory of art may be counted toward the distribution requirement in art, music, theatre arts, or creative writing.

Special Facilities

A collection of approximately 35,000 color slides supports the teaching of art history and studio classes. Available to students is a corresponding collection of 20,000 opaque color reproductions of architecture, painting, and sculpture. Art museums in Washington, Baltimore, and Philadelphia, as well as art exhibits at the College, make possible the necessary contact with original works of art.

The Department has presses for relief, surface, and intaglio printmaking. For sculpture it has both gas and electric welding equipment, power tools for working in wood, stone, and plastic, and a small foundry for bronze casting.

History and Theory of Art

111, 112 Ideas and Events Behind the Arts

A study of the visual arts from prehistoric times to the nineteenth century. An attempt will be made to investigate how social, political, and even natural events have stimulated response in the function and style of painting, sculpture, and architecture. While an understanding of the contextual role of art is considered important, there will also be emphasis upon an understanding of the individual work of art in terms of aesthetic analysis of form and content.

Ms. Small

120 Theory of the Visual Arts

A course to give the liberal arts student a basic approach to visual experience. This is not a chronological survey but a study of visual elements which relate to art. The emphasis will be on painting but other forms of art will also be considered.

Ms. Small

203 Italian Painting 1300-1600

A survey of late Medieval, Renaissance, and Mannerist painting in Italy within the context of religious, philosophical, and social changes and in response to changing concepts of space. Major emphasis on Florentine painting in the fifteenth century and on painting in Rome and Venice during the sixteenth century. Lectures will emphasize formal analysis and the relationship of form and content. Alternate years. Offered Spring 1982.

Mr. Qually

205 Northern European Painting 1400-1700

A study of painting in the Netherlands and Germany from Van-Eyck to Holbein, and its transformation in seventeenth century Holland, Flanders, France, and Spain under the impact of the counter-reformation and the creative genius of Rembrandt, Vermeer, Rubens, El Greco, Velasquez, and Poussin. Alternate years. Offered Fall 1982.

Mr. Qually

206 European Painting 1700-1900

Introduction to eighteenth century painters in Italy, France, and England and their relationship to the Enlightenment. Major emphasis on the evolution of painting in France during the nineteenth century in relation to the changing social, political, and philosophical climate. Special attention will be given to impressionism and Post-Impressionism. Alternate years. Offered Spring 1983.

Mr. Qually

210 Twentieth Century European Painting

A study of the schools and critical writings surrounding the major figures. Such movements as Art Nouveau, Nabis, Fauvism, Cubism, Futurism, German Expressionism, De Stijl, Dada, and Surrealism will be considered. *Prerequisite for art history majors:* Art 206.

Ms. Small

215 History of Architecture and Sculpture to 1750

A comparative analysis of concepts of mass, volume, and space as revealed by the architecture and sculpture of Egyptian, Greek, Roman, Medieval, Renaissance, and Baroque civilizations. Chronological sequence will be observed but the main thrust will be on critical analysis of structure and form, and aesthetic understanding of the works. Offered Fall 1982.

Mr. Paulson

216 History of Modern Sculpture

A study of the evolution of sculptural forms from the nineteenth century through the present decade with emphasis on the effects of science and technology on man's changing image of man and his universe. Alternate years. Offered Spring 1983.

Mr. Paulson

217 History of Modern Architecture

A study of the character and development of modern architecture and the contributions of Sullivan, Wright, Gropius, and Corbusier toward creating new environments for contemporary society. Alternate years. Offered Spring 1982.

Mr. Paulson

219 Eighteenth and Nineteenth Century American Painting

A survey of American painting from the Colonial Period to 1900, studied in relationship to developments in Europe, and with emphasis on the response of art to the changing social and technological environment in America.

Ms. Small

220 Painting in America Since 1900

A survey of twentieth-century painting. Two basic themes of the course are: the changing social role of painting as America's self-image develops and the aesthetic role of the eclectic process.

Ms. Small

Studio Courses

The purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop the ability to organize visual material; and to integrate the intuitive and rational into creative activity. Lectures accompany basic studio courses when necessary to relate theory and practice.

The Lora Qually Hicks memorial fund, established by family and friends in honor of Lora Qually Hicks (1971), provides funds for the purchase of works created by Gettysburg students.

121, 122 Beginning Drawing

An introductory course. Drawing from controlled studio problems and from nature. Intended to promote coordination of hand and eye and to achieve a degree of technical mastery over a variety of drawing tools. Above all, to educate the visual sense, of seeing in relationship; to foster an acute awareness of form, and to develop the ability to create visual equivalents for the object in nature.

Mr. Qually

141 Basic Design (two-dimensional)

An introductory course to help the student develop a capacity to think and work conceptually as well as perceptually, and to provide a basic discipline with which to organize a variety of materials into structural and expressive form. Alternates with 122. Offered Spring 1984.

Mr. Qually

127, 128 Beginning Painting

An introductory course designed to sharpen visual responses, to develop understanding of the interrelationship of color, form and space, and a grasp of painting as organized structure as well as personal expression. Experience in still life, landscape, and abstract problems. Open to the general student as well as to majors. *Prerequisite for studio majors:* Art 121.

Mr. Qually

131, 132 Beginning Printmaking

An introductory course in printmaking. The creative process as conditioned and disciplined by the techniques of intaglio and lithography. Discussion of past and contemporary methods, and the study of original prints. *Prerequisites for studio majors:* Art 121.

Mr. Paulson

135, 136 Beginning Sculpture

An introduction to the fundamentals of three-dimensional forms and modes of expression involving creative problems in the organization of space, mass, volume, line, and color. Correlated lectures and demonstrations will be used to acquaint the student with those aspects of sculptural history and theory relevant to studio projects. This course is intended for the general student as well as the art major.

Mr. Paulson

221, 222 Second Year Drawing

Advanced studio problems: more emphasis on drawing from nature when weather permits. Also, drawing the human figure. *Prerequisites:* Art 121, 122.

Mr. Qually

227, 228 Second Year Painting

Encouragement is given to the exploration of individual problems of pictorial organization and personal expression, involving a variety of media or a concentration on one, according to the student's temperament and ability. *Prerequisites:* Art 127, 128.

Mr. Qually

231, 232 Second Year Printmaking

Concentrates on one medium, selected according to the student's preference and ability. *Prerequisites:* Art 131, 132.

Mr. Paulson

235, 236 Second Year Sculpture

A program of correlated studio projects formulated and conducted by the student entailing experiments in materials, techniques, design systems, and forms of expression involving the elements of spatial organization. *Prerequisites:* Art 135, 136.

Mr. Paulson

321, 322 Third Year Drawing

Mr. Qually

327, 328 Third Year Painting

Mr. Qually

331, 332 Third Year Printmaking

Mr. Paulson

335, 336 Third Year Sculpture

Mr. Paulson

Individualized Study

Provides an opportunity for the well-qualified student to execute supervised projects in the area of his/her special interest, whether studio or history. Repeated spring term.

Staff

Biology

Professors Barnes and Cavaliere (*Chairperson*)

Associate Professors Beach, Hendrix, Mikesell, Schroeder, and Winkelmann

Assistant Professors Logan and Sorensen

Laboratory Instructors (Assistants)

M. Hinrichs, M. Packard, P. Price, and H. Winkelmann

Overview

Courses in the Department are designed to provide a foundation in basic biological concepts and principles, and the background necessary for graduate study in biology, forestry, dentistry, medicine, veterinary medicine, and various other professional fields. All courses in the Department include laboratory work.

Requirements and Recommendations

The minimum eight biology courses required for a major must include Biology 111, 112, and 200, but is exclusive of Electron Microscopy, Individualized Study, and January Term courses unless otherwise designated. Beyond the three above, there are no specific courses required for the major. This relative freedom permits the attainment of the different backgrounds required for various biological careers. Specialization at the expense of breadth, however, is discouraged. A student, in consultation with his or her adviser, should construct a broad, balanced curriculum. Every program should include at least one course from the area of botany, one from zoology, and one 300 level course.

Chemistry 111, 112 and Chemistry 203, 204 are required of all majors in Biology. It is desirable, but not essential that Chemistry 111, 112 be taken in the freshman year and that Chemistry 203, 204 be taken in the sophomore year.

Two courses in introductory physics (either Physics 103, 104 or Physics 111, 112) are required for admission to graduate and professional schools, but this subject is not a requirement for the major.

A minimum competency in mathematics is expected of all majors in biology. Competency may be defined as a knowledge of statistics and calculus. Any deficiency should be rectified with Mathematics 107 (Applied Statistics) and Mathematics 108 (Applied Calculus).

Students desiring a double major with chemistry, mathematics or physics must take Mathematics 111-112 (Calculus of a Single Variable).

A minor in biology includes Biology 101, 102 (or Biology 111, 112) and any other four courses in the department which would count toward the major provided that all prerequisites are met.

Distribution Requirements

The distribution requirement in laboratory science may be satisfied by Biology 101, 102, by Biology 101 plus a January Term course designated for this purpose, or by Biology 111, 112.

Special Facilities

Greenhouse, animal quarters, aquarium room, environmental chambers, electron microscopy laboratory, independent study laboratories.

Special Programs

Cooperative program in Forestry and Environmental Studies with Duke University (p. 49)

January Term offerings include a variety of courses: (1) special courses in introductory biology to satisfy the distribution requirement in laboratory science or for the major requirement, (2) courses in specialized areas of biology for students who have completed the introductory course, (3) overseas field courses, (4) internships in hospitals, research labs, and private medical practices, and (5) opportunities for individualized study and self-designed internships.

101, 102 General Biology

Designed to provide for non-science majors an appreciation of the physical and chemical dynamics of life. Subject matter includes the structural organization within which life processes operate; the relationship of structure and function in living organisms; and the interactions between organisms and their environment. Approaches of modern biologists to current problems are introduced. Particular attention is given to the relationship of biology to human concerns. Three class hours and laboratory.

Messrs. Hendrix, Mikesell, and Staff

111 Introductory Biology: Microorganisms and Plants

Basic cell structure and function, a brief survey of protistan organisms and plants; an introduction to the structure and physiology of vascular plants; ecological energy relationships.

Mr. Cavaliere and Staff

112 Introductory Biology: Animals

An introduction to the adaptive biology of animals; basic developmental patterns and processes; principles of genetics, evolution and phylogeny; ecology. *Prerequisite:* Biology 111.

Mr. Barnes and Staff

200 Cell Biology

A study of the principles and processes of cellular biology. Structure and function of membranes and organelles; enzymes and their role in chemical reactions; the mitochondrion and energy flow; the chloroplast and photosynthesis; cell excitability and motility; molecular nature of the gene and gene expression; genetic control and cellular differentiation; cellular aspects of immunology; general cellular homeostasis. Three class hours and laboratory. *Prerequisites:* Chemistry 111, 112 (May be taken concurrently)

Mr. Schroeder

(Biology 111, 112, 200 sequence is designed for the science major)

201 Vertebrate Morphology

Detailed examination of the origins, structures, and functions of the organ systems of vertebrates. Special attention is given to the evolution of major vertebrate adaptations. Three class hours and two scheduled laboratories. Offered in fall of odd-numbered years.

Mr. Winkelmann

202 Structural Plant Development

An anatomical approach to the study of higher plant structures. The origin and differentiation of tissues and organs, environmental aspects of development and plant anomalies are studied. Six hours a week in class-laboratory work.

Mr. Mikesell

204 Taxonomy of Flowering Plants

Identification, classification, structural diversity, and evolutionary relationships of angiosperms. The course includes extensive field work for collection of local flora, and methodology and principles of related disciplines, e.g., plant geography, cytogenetics, and numerical taxonomy.

Mr. Beach

215 Electron Microscopy

An introduction to the basic theory and practice of transmission electron microscopy (RCA EMU4) and scanning electron microscopy (JEOL JSM T20). Techniques of tissue preparation including the use of the ultramicrotome, sputtercoater, and critical point drying apparatus are covered along with introduction to interpretation of animal and plant ultrastructure. Lecture and laboratory are by arrangement. Cost: approximately \$40.00 for materials which will remain property of student. Does not count toward the eight minimum courses required for a major.

Ms. Logan

217 An Evolutionary Survey of the Plant Kingdom

A synopsis of embryo-producing plants, primarily liverworts, mosses, fern allies, ferns, and seed plants. Emphasis is on comparative morphology, adaptive diversity and phylogeny. Six hours a week in class-laboratory work.

Mr. Mikesell

218 Algae and Fungi

The study of algae (Phycology) and fungi (Mycology) with emphasis on both the cellular and subcellular levels. The course will include the identification, morphology, physiology, reproduction, ecology, and phylogeny of these organisms. Moreover, culture techniques, basic principles of plant pathology, and medical mycology will be considered. Three class hours and laboratory. Offered in spring term of odd-numbered years.

Mr. Cavaliere

224 Vertebrate Zoology

An introduction to the systematics, distribution, reproduction, and population dynamics of vertebrates. Field and laboratory emphasis is on natural history, collection, identification, and preparation of specimens. Six hours in class, laboratory or field. Optional trip to North Carolina.

Mr. Winkelmann

227 Invertebrate Zoology

The biology of the larger free-living metazoan invertebrate groups, exclusive of insects, with special emphasis on adaptive morphology and physiology and on evolution. Six hours a week in class-laboratory work.

Mr. Barnes

230 Bacteriology

An introduction to the biology of bacteria, their morphology, reproduction, physiology, genetics, and ecology. Isolation, cultural techniques, environmental influences, biochemical, genetic, and immunological characterization of bacteria will be emphasized in the laboratory. Three class hours and laboratory.

Mr. Hendrix

300 Physiology of Plant Growth and Development

The physiology of growth and function in vascular plants. The relationship between structure and function in plant systems and plant responses, growth promoting substances, photoperiodic responses, water absorption and transpiration, mineral nutrition, and general metabolic pathways are studied. Three class hours and laboratory. Offered in spring term of even-numbered years.

Mr. Cavaliere

305 Ecology

The principles of ecology, with emphasis on the role of chemical, physical, and biological factors affecting the distribution and succession of plant and animal populations and communities. Three class hours and laboratory-field.

Mr. Beach

310 Principles of Genetics

The principles of Mendelian genetics, the interpretation of inheritance from the standpoint of contemporary molecular biology, and the relationships between heredity and development, physiology, ecology, and evolution. Three class hours and laboratory. *Prerequisite:* Biology 200.

Ms. Logan

313 Histology-Cytology

The microscopic structure of human tissues and the functional architecture of organs. An introduction to pathological changes in structure as a consequence of disease is presented. Three class hours and laboratory.

Prerequisite: Biology 200. Not offered 1982-83.

Mr. Schroeder

320 Developmental Biology

A survey of the principles and phenomena of biological development at the molecular, cellular, and organismic levels of organization. Major attention is given to embryonic development in multicellular organisms, especially animals. Vertebrates are emphasized in the study of the formation of animal organ systems. Three class hours and laboratory.

Prerequisite: Biology 200.

Mr. Sorensen

323 Parasitology

An introduction to the general principles of parasitism with emphasis upon the epidemiology, taxonomy, morphology, and physiology of the major groups of animal parasites of man and animals. Three class hours and laboratory.

Mr. Hendrix

325 Animal Behavior

Study of animal behavior through readings, films, discussions, and field and laboratory observations. A wide range of phenomena will be considered, from simple mechanisms such as reflex responses to complex interactions such as social organizations. The role of behavioral adaptations in the biology of animal species will be emphasized. Three class hours and laboratory. Offered in fall of even-numbered years.

Mr. Winkelmann

340 Vertebrate Physiology

An introduction to the principles of animal function. Man is emphasized but other vertebrate groups are considered for comparative purposes. A significant block of time is spent in the laboratory, which stresses basic experimental techniques. An independent project must be undertaken as part of the course. *Prerequisites:* Biology 200, Chemistry 203, or permission of instructor. Three class hours and laboratory.

Mr. Schroeder

341 Biochemistry

Introduction to the principles of biochemistry, including the relationship between the conformation of macromolecules and their biological activity. The structure and function of biological membranes, the generation and storage of metabolic energy and its regulation, and the synthesis of macromolecular precursors will be included. *Prerequisites:* Biology 200 and Chemistry 204. Three class hours and laboratory.

Mr. Sorensen

Individualized Study

Independent investigation of a topic of special interest to the student. Study would normally include both literature and laboratory research carried out under the direction of a faculty member familiar with the general field of study. A seminar dealing with the investigation will be presented to the staff and students as a part of individualized study. Open to juniors and seniors. *Prerequisite:* Approval of both the directing faculty member and the Department prior to registration day.

Staff

Chemistry

Professors Fortnum and Rowland (*Chairperson*)

Associate Professor Parker

Assistant Professors Grzybowski and Hathaway

Assistant Instructors Jackson and Myers

Overview

Each course offered by the Department provides an opportunity for a concentrated study of the various principles of classical and contemporary chemical knowledge. From the introductory to the advanced courses, application is made of basic theories and methods of chemical investigation. The courses offered by the Department utilize lectures, discussions, library work, videotapes/films, and laboratory investigations in order to emphasize the concepts that underlie the topics covered. Each course, as well as the major itself, is designed for the curious and interested student.

The program of the Department is accredited by the American Chemical Society. The paths taken by majors after graduation are varied; many enter graduate work in chemistry. Graduates also enter medical and dental schools, industrial and government research laboratories, secondary school teaching, and other fields such as business and engineering.

Requirements and Recommendations

The eight basic courses required for a major are Chemistry 111, 112 (or 112A or 112B), 203, 204, J21, 305, 306, and 317. Additional offerings within the Department may be elected according to the interests and goals of the individual student. Physics 111 and 112 and mathematics through 211 are required of all chemistry majors. Additional courses in mathematics (212) and physics may be recommended for those contemplating graduate study in certain areas. Majors normally fulfill the College language requirement in German or French. Junior and senior majors are expected to join with staff members in an afternoon seminar series which is designed to provide an additional opportunity for discussion of current developments in the field. Approved safety goggles must be worn in all laboratories. Prescription glasses but *not contact lenses* may be worn under safety goggles.

For the prospective secondary school teacher the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Chemistry.

Individualized study and directed laboratory work are available in connection with most courses. An honors section (112A) of the Fundamentals of Chemistry course provides a select group of students with such an opportunity at the introductory level. Emphasis is placed upon individual as well as group study in the January Term offerings. During the student's junior or senior year the major may elect Chemistry 462, a research course in which he or she can utilize his or her knowledge and creativity extensively.

The optional minor shall consist of Chemistry 111, 112 (or 112A or 112B) plus four other chemistry courses at the 200 level or above. No more than one of the four may be a designated January Term course. Individualized Study courses may not be counted toward the optional minor.

Distribution Requirements

The following combinations of chemistry courses may be used to satisfy the distribution requirement in laboratory science: either 101 or 111 followed by 102, 112, 112A or 112B. (Course credit will not be given for more than two introductory chemistry courses including those given in the January term. Credit will NOT be given for both 111 and 101 OR for both 102 and 112.)

Special Facilities and Programs

The Department's library is at the disposal of all students enrolled in chemistry courses. Numerous lectures and seminars are sponsored by the Department and Sceptical Chymists. These involve resource persons from universities, industries, government agencies, and professional schools and are designed to complement the curricular activities of the Department. An annual highlight is a two or three-day visit by an outstanding scholar in the field of chemistry. The program is supported by The Musselman Endowment for Visiting Scientists. Many qualified upper-classmen—chemistry majors and others—gain valuable experience from serving as laboratory assistants.

101 General Chemistry

Study of chemical principles with emphasis placed on providing the student with an understanding of how these principles relate to the non-scientist, especially in the areas of industry, ecology, health, and philosophy. Laboratory experiments are designed to offer a "hands-on" familiarity with the principles discussed in the lectures. The course is designed for students planning to complete only two courses in chemistry and who may have limited or no previous exposure to chemistry. Three lecture hours and one laboratory afternoon.

Mr. Grzybowski

102 General Chemistry

Review of principles studied in Chemistry 101 and application to problems of current and historical interest. Demonstrations and laboratory experiments are designed to illustrate and complement the material discussed in class. *Prerequisite:* Chemistry 101 or 111. Three lecture hours and one laboratory afternoon.

Mr. Fortnum

111 Fundamentals of Chemistry

Study of atomic structure, theories of bonding, stoichiometric relationships, properties of solutions and gases, and elementary thermodynamics. The laboratory work covers quantitative relationships by employing titrimetric and gravimetric techniques. This course is designed for biology, chemistry, and physics majors and others with a good secondary school background in chemistry and elementary mathematics. Course credit is not granted for both Chemistry 101 and 111. Three lecture hours and one laboratory afternoon.

Mr. Parker

112 Fundamentals of Chemistry

Study of kinetics and mechanisms of reactions, equilibrium, electrochemistry, and theories of complex formation. Laboratory work includes kinetic studies, qualitative analysis, and the application of various instrumental procedures to the quantitative analysis of systems. Course credit is not granted for both Chemistry 102 and 112. *Prerequisite:* Chemistry 111. Three lecture hours and one laboratory afternoon.

Mr. Parker

112A Fundamentals of Chemistry

Designed as an honors seminar for the more capable first-year chemistry students. Kinetics and mechanisms of reactions, equilibrium, electrochemistry, and coordination chemistry are among the topics discussed. Laboratory work includes experiments in kinetics and equilibrium and the application of principles from lecture to a project of several weeks duration. Emphasis is placed on independent work with necessary guidance in both the seminar and the laboratory. *Prerequisites:* Chemistry 101 or 111 and invitation of the Department. Two afternoons.

Mr. Parker

112B Fundamentals of Chemistry

A special section for those students whose performance in Chemistry 111 indicates the need for continuing lecture and laboratory experience in a smaller group. Topics covered will be similar to those in Chemistry 112, with appropriate changes in scope. The class size will permit a greater degree of class participation by each student in the discussion of concepts and problems. *Prerequisites:* Chemistry 111 and invitation of the Department. Three lecture hours and one laboratory afternoon. Alternate years, offered 1983-84.

Mr. Rowland

203 Organic Chemistry

Study of the fundamental concepts of the chemistry of carbon compounds with emphasis on methods of preparation, reaction mechanisms, stereochemical control of reactions, and the application of spectroscopy to problems of identification. *Prerequisite:* Chemistry 112, 112A, or 112B. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Rowland

204 Organic Chemistry

Study of the various classes of organic compounds, including substitutions in the aromatic nucleus, polycyclic compounds, and natural products such as amino acids, carbohydrates, peptides, and enzymes. *Prerequisite:* Chemistry 203. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Ms. Hathaway

J 21 Chemical Applications of Spectroscopy

Study of the theories and applications of ultraviolet, infrared, nuclear magnetic resonance, and mass spectroscopy are discussed in relation to the import of these spectroscopic methods in the analysis of chemical systems. The utilization and limitations of each type of spectroscopy are covered. Course work includes lectures, discussions, and laboratory sessions. The lab periods involve a study of the operation of the pertinent spectrometers as well as the actual use of these instruments in the identification of organic compounds. Lecture work is supplemented by films and videotapes. *Prerequisite:* Chemistry 203.

Staff

305 Physical Chemistry

Study of the principles of thermodynamics and kinetic theory as applied to the states of matter, chemical reactions, equilibrium, the phase rule, and electrochemistry using lectures, readings, problems, discussions, and laboratory exercises. The computer is used as a tool for solving problems and for the reduction of experimental data. *Prerequisites:* Chemistry 112 or 112A or 112B, Physics 112, mathematics through calculus (usually Math 211 or 212). Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

306 Physical Chemistry

Introduction to theories of chemical kinetics, quantum mechanics, and statistical thermodynamics and their applications to chemical systems through the use of problems, lectures, readings, discussions, laboratory investigations, and projects. The computer is used for modeling, simulations, and solving problems. Assignments are made so as to encourage the individual study of specific related physical chemical phenomena. *Prerequisite:* Chemistry 305. Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

317 Instrumental Analysis

Study of chemical analysis by use of modern instruments. Topics include complex equilibria, electroanalytical methods, quantitative spectroscopy, and chromatography. Analytical methods will be studied from both a chemical and an instrumentation point of view. The laboratory will stress quantitative analytical procedures and laboratory preparations. *Prerequisites:* Chemistry 204 and J 21. Three lecture hours and two laboratory afternoons.

Mr. Grzybowski

353 Advanced Organic Chemistry

Study of physical organic topics including stereochemistry, pericyclic reactions, and the investigation of mechanisms. Selected subjects in the synthetic section are photochemistry, organometallic reagents, asymmetric reactions, rearrangements, heterocycles, and multistep syntheses of complex molecules. Laboratory work involves advanced syntheses and techniques with an emphasis on independence and skills as well as extensive use of the library. *Prerequisites:* Chemistry 204 and J 21. Three lecture hours and two laboratory afternoons.

Ms. Hathaway

373 Advanced Inorganic Chemistry

Study of valence bond, crystal field, and molecular orbital theories; boron chemistry; organometallic compounds; structural, kinetic, and mechanistic studies of coordination compounds. Group theoretical and experimental methods for the elucidation of the structure and bonding of these compounds are discussed. *Prerequisite:* Chemistry 305. Three lecture hours.

Mr. Grzybowski

462 Individualized Study Research

An independent investigation in an area of mutual interest to the student and a faculty director. The project normally includes a literature survey and a laboratory study. An oral report to staff and students and a final written report are required. A student wishing to enroll in this course should consult with the faculty director and submit a written proposal to the department for approval at least three weeks before the last day of classes of the term preceding the term in which this course is to be taken. *Prerequisites:* Permission of the faculty director and approval of the proposal by the chemistry department. Open to junior and senior chemistry majors. Offered in the fall and spring terms.

Staff

Classics

Professor Pavlantos (*Chairman*)

Assistant Professors C. R. Held and Kalke

Overview

The courses offered are designed to acquaint the student with the language, literature, history, and civilization of Greece and Rome. These societies present a microcosm of all human experience. Fulfillment of the human potential in spite of adversities and threats to existence was the ultimate quest then as it is today. Learning how the founders of western civilization dealt with such conflicts as the aspirations of youth and the compromises of middle age, the claims of community and individual rights, the ecstasy of love, and the despair of loss can help us understand our own thoughts and emotions as we confront these age old problems and pressures.

Requirements and Recommendations

The department offers majors in Greek, Latin, and Classical Studies. Required for all majors: Cl. 121, Cl. 122, Cl. 395. Additional requirements:

Latin Major:	7 courses in Latin including Lat. 312, beyond Lat. 102, Latin 251
Greek Major:	7 courses in Greek beyond Gr. 102, Gr. 251
Classical Studies Major:	8 courses. The 202 level in either Latin or Greek must be attained.

In both Greek and Latin language courses, 201, 202 or their equivalent is a prerequisite for all higher language courses.

A minor consists of six courses in the department including two language courses.

Distribution Requirements

Latin 201, 202 and Greek 201, 202 may be used to meet the College's language requirement. Latin 203, 204, 303, 304, 305, 306, 311, 401, Greek 203, 204, 301, 302, 303, 304, 305, 306, and Classics 262, 264, 266 may be used in partial fulfillment of the literature distribution requirement. Classics 121, 122, Latin 251 and Greek 251 may be used toward fulfillment of the College distribution requirement in history, philosophy or religion and may be counted toward a major in history with the consent of that department.

For prospective secondary school teachers the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Latin.

Special Programs

Through a cooperative arrangement under the auspices of the Central Pennsylvania Consortium, Gettysburg, along with the other two member colleges—Dickinson and Franklin and Marshall—share membership in both the American School of Classical Studies in Athens and the Intercollegiate Center for Classical Studies in Rome.

Greek

101,102 Elementary Greek

An introduction to the alphabet, inflections and syntax of Attic Greek.

Mr. Held

201, 202 Intermediate Greek

Designed to increase the student's skill in reading texts. Selections from Xenophon's *Anabasis*, some writers of the New Testament and other authors are read, with an emphasis on grammar. *Prerequisites*: Greek 101, 102 or its equivalent.

Mr. Held

203 Plato

The *Apology* and *Crito*, with selections from other dialogues are read.

Mr. Held

204 New Testament Greek

An introduction to Koine Greek. Selections from the New Testament are read with attention to their language and content.

Mr. Held

251 Greek History

A survey of Hellenic civilization from the Bronze Age to the Hellenistic period. Extensive readings in the Greek Historians as well as modern scholars (in English) are included. A knowledge of Greek not required. Offered 1982-83.

Ms. Pavlantos

301 Homer

Selections from the *Iliad* and *Odyssey* with examination of syntax and style. Offered 1982-83.

Ms. Kalke

302 Greek Historians

Readings in the text of Herodotus or Thucydides.

Ms. Pavlantos

303 Greek Comedy

An introduction to Greek drama. Selected comedies of Aristophanes are read with attention to style and metrics.

Mr. Held

304 Greek Tragedy

Selected plays of Aeschylus, Sophocles, and Euripides. Various plays are also read in English. Oral reports. Not offered every year.

Mr. Held

306 Greek Oratory

Study of selected orations of Demosthenes and Lysias. Offered 1982-83.

Mr. Held
Staff

Individualized Study

Latin

101, 102 Elementary Latin

An introduction to Latin. Designed for those who have had no contact with the language.

Ms. Kalke

201, 202 Intermediate Latin

Designed to increase the student's skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. *Prerequisite:* two years of secondary school Latin or Latin 101, 102.

Ms. Kalke

203 Roman Prose

Selections from Roman prose writers and intensive review of grammar. *Prerequisite:* three or four years of secondary school Latin or Latin 201, 202.

Staff

204 Roman Poetry

Extensive reading in Catullus, Ovid, and Horace with a close examination of poetic forms other than epic. *Prerequisite:* three or four years of secondary school Latin or Latin 201, 202.

Staff

251 Roman History

The history of the Republic. Extensive readings in the Roman Historians as well as modern scholars (in English) are included. Papers required. A knowledge of Latin not required. Offered 1983-84.

Ms. Pavlantos

303 Cicero

Selected essays of Cicero, with supplemental reading from his letters and orations. Supplemental reading in English. Not offered every year.

Staff

306 St. Augustine

Selections from the first nine books of the *Confessions* with attention to the differences between Late Latin and Classical Latin. Not offered every year.

Mr. Held

308 Roman Satire

Selections from Horace, Martial, and Juvenal with attention to the changes in language and style from the Classical to the Post Classical period. Not offered every year.

Ms. Pavlantos

309 Roman Historians

Selections from Livy and Tacitus with attention to their peculiarities of language and style. Not offered every year.

Ms. Pavlantos

311 Lucretius

Extensive reading in *On the Nature of Things* with attention to Lucretius' metrical forms, science, and philosophy. Offered 1982-83.

Mr. Held

312 Prose Composition

A course designed to increase the student's ability to translate from English to Latin which includes a thorough grammar review. Not offered every year.

Ms. Kalke

401 Vergil

A seminar devoted to the study of Vergil's literary style, poetic genius, and humanity as seen in the *Aeneid*. Open to seniors and qualified juniors. Offered 1982-83.

Ms. Pavlantos

Individualized Study

Staff

Classical Studies

121 Survey of Greek Civilization

A survey of the politics, history, literature, art, etc. of the Greek polis from its beginning to the conquest of Alexander with emphasis on Greek concepts which influenced western thought. Knowledge of Greek not required.

Ms. Pavlantos

122 Survey of Roman Civilization

A survey of the politics, history, literature, art, etc. of Rome from its founding to the Council of Nicea with emphasis on the authority of the state and development of a system of law and government encompassing the whole Mediterranean. Knowledge of Latin not required.

Ms. Kalke

230 Classical Mythology

A survey of classical mythology with attention to the process of myth-making and the development of religion. No knowledge of Greek or Latin required. Not offered every year.

Ms. Kalke

262-266 Genre Literature

An examination of the genre literature of Greece and Rome in translation. Selected works will be studied through analysis of form, structure, and content. No knowledge of Greek or Latin is necessary.

Staff

262 Ancient Epic

A study of Homer, Apollonius of Rhodes, and Vergil. Not offered every year.

Ms. Pavlantos

264 Ancient Tragedy

A study of Aeschylus, Sophocles, Euripides, and Seneca. Offered 1982-83.

Ms. Pavlantos

266 Ancient Comedy

A study of Aristophanes, Menander, Plautus, and Terence. Offered 1983-84.

Ms. Pavlantos

395 Senior Seminar

Content will be determined each year by the senior class in consultation with the staff. Required of all majors.

Staff

Individualized Study

Staff

Computer Studies

Professors Fortnum and Mara

Associate Professors Flesner, Kellett, and Leinbach

(Chairperson)

Instructor Hanlon

Overview

Computers and their associated technologies create opportunities to develop and apply new approaches to problems for which solutions were heretofore inaccessible. The Computer Studies curriculum is designed to encourage students to develop the practice of clear thinking and logical reasoning needed to take advantage of these opportunities. The emphasis is on algorithmic thinking, which links computers and the humans who use them. An algorithm is defined as an unambiguous procedure for solving a problem.

Algorithmic thinking involves not only the development of algorithms, but also a creative and critical approach to problem solving. Typical questions which a student must ask about a working algorithm: How general is it? How clear is it? How efficient is it? How should the data be presented? How is it best implemented? The Computer Studies curriculum provides the student with a means for analyzing these and other questions.

The courses listed below cover those concepts which are at the core of computer science. This core can serve as a base for students who intend to apply the principles of computing to their academic discipline and also for students who wish to become computer scientists. Courses in computer studies are taught by faculty members from the Mathematics, Physics, and Economics and Business Administration Departments.

Requirements and Recommendations

The following courses are designed to meet the needs of two types of students: those who desire to use the computer in their academic disciplines and those who have an aptitude for and a desire to obtain a rigorous introduction to the discipline of computer science.

Computer Studies 105 is a one course survey of computer science and emphasizes problem solving using a computer. This course is a terminal course and requires no background in mathematics beyond the high school level. Computer Studies 211 is the usual first course for a student planning to take higher level computing courses. Students taking this course are required to have a background in mathematics which includes a college level

calculus course. The Data Structure course, Computer Studies 216, is the prerequisite for the remaining courses. It is strongly recommended that any student who intends to take Computer Studies courses other than Computer Studies 105, should take Mathematics 111-112 followed by Computer Studies 211.

A student intending to do graduate work in computer science is advised to take the following courses in mathematics; Modern Algebra, Differential Equations and Numerical Analysis.

The prerequisites listed for courses serve as a guide for the student. A student may take any course with the special permission of the Computer Studies faculty. Credit will not be given for both Computer Studies 105 and Computer Studies 211.

Facilities

In addition to several microcomputers, the College maintains a Burroughs 6700 computer with both batch and terminal processing. This large scale computer is used extensively in all upper division computer studies courses and provides computing power comparable to that in most large scale installations. Students have access to the ALGOL, BASIC, COBOL, FORTRAN, PASCAL, and PLV languages and software that includes major packages in graphics, operations research, scientific subroutines, statistics, simulation, and word processing. There are more than 20 terminals available for student use for a minimum of 16 hours a day, seven days a week.

Course Descriptions

105 Introduction to Computing

An introduction to problem solving using the computer as an aid. Emphasis is placed on formulation of algorithms using the top-down method of problem analysis. Topics will include flowcharts, control structures, syntax and semantics, program structure, arrays, and subprograms. The BASIC and FORTRAN languages will be used for writing programs.

Ms. Hanlon and Messrs. Flesner and Mara

211 Introduction to Algorithms and Programming

An introduction to Computer Science using the FORTRAN language. Topics will include algorithm formulation, the structure of algorithms, programming style, elementary numerical methods, arrays, and files. *Prerequisite:* Mathematics 112 or Mathematics 118.

Messrs. Fortnum and Kellett

216 Data Structures

An introduction to the major data structures and some of their applications: Topics include linear lists, sets, queues, stacks, linked lists, string processing, trees, graphs, arrays, tables, files, and dynamic memory management. *Prerequisite:* Computer Studies 211.

Mr. Leinbach

311 Design and Analysis of Algorithms

A survey of the basic principles and techniques for the development of good algorithms. Emphasis is placed on individual development of algorithms and an analysis of the results in terms of usefulness, efficiency, and organization. Topics include design techniques, worst case and average case analysis, searching, sorting, branch and bound, spanning trees, reachability, combinatorial methods, and NP-hard problems.
Prerequisite: Computer Studies 216.

Messrs. Flesner and Leinbach

322 Computer Organization and Assembly Language Programming

Programming at the machine level with an emphasis on the logical connection of the basic components of the computer and on systems programs. Topics include machine and assembly language, basic computer operations, hardware organization, systems software, and compilers. *Prerequisite:* Computer Studies 216.

Staff

Economics and Business Administration

Professor W. F. Railing (*Chairperson*)

Associate Professors Baird, Fender, Gemmill, Hill, and Niiro

Assistant Professor Gondwe

Instructors Griffith, Hanlon, Lewis, McClymont, Pellak, Poorman, Siegel, and Singh

Adjunct Assistant Professor J. M. Railing

Adjunct Instructors Katzman, Musselman, Raffensperger, and Robert

Lecturer Schlegel

Assistant S. Cavaliere

Overview

The Department offers courses in economics, business administration, and accounting. A knowledge of these areas has become increasingly important for effective participation in our complex society and is essential for a person to be considered liberally educated. The Department's courses present this knowledge with a focus on problem solving that emphasizes the identification and solution of problems through analysis rather than the mere acquisition of vocational tools. Courses stress the critical thinking skills of a liberally educated person: analysis, synthesis, and ability to perceive, create, and choose among alternatives.

Economics is a social science that studies the use of scarce resources to produce and distribute goods and services within society. Economists analyze economic problems such as inflation, unemployment, and economic growth and put forth suggestions for the solution of these problems.

Business administration is concerned with the operation, management, and control of economic organizations in a society. The managers of economic organizations have a profound influence on a social system since they must understand the needs of their constituents and make decisions on the use of physical and human resources to satisfy these needs.

Accounting measures the activity of economic organizations, analyzes the resulting data, and provides alternatives and recommendations to the management of such organizations.

The Department offers two majors, one in economics and the other in business administration, with a concentration in accounting possible within either major. Ten courses are required for a major in economics or in business administration. In addition to its liberal arts objectives, the Department's curriculum is designed to meet the needs of students who intend to (1) pursue graduate study in economics; (2) enter graduate professional schools in business administration, law, and related areas; or (3) pursue a career in business, non-profit organizations, or government.

It should be noted that the Department reserves the right to limit the number of majors in economics and in business administration in accordance with the amount of its resources. If and when such a limitation is imposed, students will be selected by the Department on the basis of academic performance and other factors, such as attitude and diligence.

Requirements and Recommendations

Minimum requirements for students majoring in economics are: Economics 101-102, Accounting 153, Economics 241, 243, 245, and 333, and three courses chosen from the following: Economics 242, 301, 303, 305, 324, 336, 338, 351, and 352. Majors in business administration are required to complete Economics 101-102, Accounting 153, Economics 241, 243, 245, and Business 366, and to select three courses from the following: Business 361, 363, 365, 367, Economics 351, 352, Accounting 154 and one advanced course in accounting.

Beginning with the class of 1985, majors in economics and majors in business administration will be required to demonstrate achievement in Mathematics equivalent to one term of Calculus. This requirement may be satisfied by taking Mathematics 117, which is offered specifically for majors in this Department, Mathematics 111, or Mathematics 108. Exemption by examination is also possible. Students who do not have an adequate background in algebra should take Mathematics 101 before taking a calculus course. Since calculus is one of the prerequisites for the sophomore courses in the Department (Economics 241, 243, and 245), students who are interested in majoring in economics or in business administration are strongly encouraged to complete this mathematics requirement during their freshman year.

A student who plans to pursue graduate study in economics or business administration is encouraged to take Mathematics 117-118 or Mathematics 111-112 and 211, 212, and Economics 242, 351, and 352. Mathematics 357-358 may be taken by a major in economics or a major in business administration in place of Economics 241, 242, provided both terms of Mathematics 357-358 are completed.

It should, however, be noted that a student may not receive credit for two statistics courses covering essentially the same material. Therefore, a student who has taken Mathematics 107 or Sociology 303 *prior* to declaring a major in economics or in business administration will not be required to take Economics 241, but will be required to take another course in the Department, selected in consultation with Dr. W. F. Railing, to replace Economics 241.

The computer has become an important tool in economics, business administration, and accounting. For this reason, the Department strongly recommends that its majors take, in accordance with their respective interests, a course or courses dealing with the use of the computer from among the following: Business 377, 378, and either Computer Studies 105 or Computer Studies 211.

During the first two years of residence, all students who intend to major in economics or business administration should complete Accounting 153 and Economics 101-102, 241, 243, and 245.

Students who develop an interest in one of these two fields after entering the College will, however, find it possible to major in the Department as late as the close of the sophomore year or the beginning of the junior year without having followed the above program, if they have completed Economics 101-102 and a substantial number of the College distribution requirements. Economics 101-102 is a prerequisite for all courses offered by the Department except Business 363, 364, Accounting 153, 154, 253-254, 353-354, 355, 356, 373-374, and Geography 310. Upon application by a student, the prerequisites for a course may be waived by the instructor.

Each student majoring in the Department must, as a requirement for graduation, achieve a satisfactory score on the senior comprehensive examination in his or her major field (economics or business administration), which is administered during the spring term of a student's senior year. In order to qualify for Departmental Honors in his or her major field, a student must (1) perform very well in the senior comprehensive examination, (2) satisfactorily complete Economics 400 during the senior year, and (3) have earned an acceptable overall and Departmental grade point average.

The Department, to the best of its knowledge, offers the courses which are necessary to satisfy the Certified Public Accounting requirements in all the states. Students are responsible, however, for determining what these requirements are for specific states and whether departmental courses satisfy them. A student who majors in business administration or in economics and concentrates in accounting at Gettysburg College should, to the best of the Department's knowledge, not find it necessary to attend graduate school in order to take the Certified Public Accounting Examination in any state, provided the following courses are included in his or her program: Accounting 153, 154, 253-254, Economics 305, Business 363, 364, 367, and at least four of the following: Accounting 353-354, 355, 356, and 373-374.

Distribution Requirements

A student may satisfy the College distribution requirement in social sciences by successfully completing Economics 101-102.

Special Programs

Gettysburg College is one of a relatively small number of colleges and universities selected by the Small Business Administration (S.B.A.) to participate in the Small Business Institute Program. Under the supervision of a faculty member, students are dispatched to provide management counseling to the area small business firms. The S.B.I. program consists of two courses: Business 381 and 402. Students planning to seek admission to this program must plan their schedules carefully so that they complete the necessary prerequisites in a timely fashion. Such interested students should consult *The Handbook for Majors* of the Department of Economics and Business Administration for details about this program and admission to it. The *Handbook* is available from the Department office.

The Department also offers an Economics and Business Administration Internship (Economics J 96) during the January Term for well-qualified senior majors. The internship involves an education-employment experience in economics, business administration, or accounting with a governmental or private business organization. The intern may be required to spend January outside the Gettysburg area. One course credit is given for successful completion of the internship.

Students majoring in economics or in business administration are encouraged to participate in The Washington Economic Policy Semester at The American University. Those persons interested should see page 43 and contact Dr. Railing at the beginning of the spring term of their sophomore year, or earlier, to learn more about the Semester and to make application for it.

Students enrolled in The Harrisburg Urban Semester, who are majoring in economics or in business administration, should do the individualized study project in this Department.

The Departmental brochure, entitled *Handbook for Majors*, contains additional information regarding the policies and practices of this Department. All majors and potential majors are urged to obtain a copy of this booklet.

Economics

101-102 Principles of Economics

Gives students a general understanding of economic systems and economic analysis, with emphasis on the operation of the American economic system. Topics covered in the first term include National income, employment, inflation, monetary and fiscal policies, economic growth and development. In the second term, topics covered include the price system, consumer theory, production theory, theory of firm, income distribution, welfare economics, and international economics.

Ms. Fender, Messrs. Gemmill, Gondwe, Griffith, Niiro, W. F. Railing, and Siegel

241 Introductory Economic and Business Statistics

The nomenclature of descriptive statistics, probabilities using the normal, binomial, Poisson distributions, the Tchebycheff inequality, Chi-square, sampling, hypothesis testing, linear regression, and correlation. *Prerequisites:* Economics 101-102, and one of the following: Mathematics 117, 108, 111, or the equivalent. Please note that a student may not receive credit for both this course and Mathematics 107 or Sociology 303.

Messrs. Hill and Niiro

242 Intermediate Economic and Business Statistics

Advanced Statistical Theory applicable to economics and business problems. Topics included are non-linear regression and correlation and the use of transformations; multivariate techniques and analysis; Chi-square applications; variance analysis; index numbers and their use; and time series. *Prerequisite:* Economics 241.

Mr. Hill

243 Intermediate Macroeconomic Theory

Further study of classical, neoclassical, Keynesian and post-Keynesian economics focusing on, along with national income accounting, the various theories and policies which deal with the generation and maintenance of full employment and a stable price level. The causes and cures of unemployment and inflation are also analyzed. Offered during fall and spring terms. *Prerequisites:* Economics 101-102, and one of the following: Mathematics 117, 108, 111, or the equivalent.

Messrs. Gondwe and W. F. Railing

245 Intermediate Microeconomic Theory

Uses the methodological tools of economics to examine consumer and producer behavior and economic behavior under different input and output market structures, and to analyze the implications of such behavior for general equilibrium and economic welfare. *Prerequisites:* Economics 101-102, and one of the following: Mathematics 117, 108, 111, or the equivalent.

Ms. Fender, Messrs. Griffith, Hill, and Siegel

301 Labor Economics

Theoretical and empirical study of the functioning of labor markets with emphasis on wage and employment determination. Topics include impacts of legislation, unions, education, and imperfect markets; time allocation, economics of fertility, wage differences, and discrimination; labor relations, collective bargaining, and the Phillips curve. *Prerequisite:* Economics 101-102.

Recommended: Economics 245.

Mr. Siegel

303 Money and Banking

An examination of the role of money, credit, and financial institutions in the determination of price and income levels. Coverage includes the commercial banking system, the Federal Reserve System, monetary theory, and the art of monetary policy. Emphasis is placed upon evaluation of current theory and practice in the American economy.

Prerequisite: Economics 101-102.

Mr. Gemmill

305 Public Finance

Concerned with the principles, techniques, and effects of government obtaining and spending funds and managing government debt. Nature, growth, and amount of expenditures of all levels of government in the United States are considered, along with the numerous types of taxes employed by the various levels of government to finance their activities. Government debt is also considered. *Prerequisite:* Economics 101-102.

Mr. W. F. Railing

324 Comparative Economic Systems

Concerned with a comparative analysis of free enterprise economies, centrally planned economies, and mixed economies. Primary attention is given to the economic aspects and institutions of these economic systems, but the political, philosophical, and historical aspects are also considered. *Prerequisite:* Economics 101-102.

Mr. W. F. Railing

333 History of Economic Thought and Analysis

A study of the development of economic ideas and policies in relation to major forms of social, political, and economic problems. Emphasis is placed on major contributions to economic thought from Plato to Keynes. *Prerequisite:* Economics 101-102. *Recommended:* Economics 243, 245.

Mr. Gondwe

336 International Economics

Covers comparative advantage, gains from trade, commercial policy, integration, balance of payments, exchange rates, and international monetary reform. *Prerequisite:* Economics 101-102.

Mr. Griffith

338 Economic Development

An examination of the economic and non-economic factors accounting for the economic growth and development of less developed areas of the world. Various theories of economic and social growth and development will be analyzed, and major policy issues will be discussed. *Prerequisite:* Economics 101-102.

Mr. Gondwe

351 Application of Mathematics to Economics and Business

An introduction to the application of calculus and matrix algebra in economics and business. Numerous illustrations of mathematically formulated economic models are used to integrate mathematical methods with economic and business analysis. *Prerequisites:* Economics 243, 245, and Mathematics 117-118 or Mathematics 111-112 and 211-212.

Mr. Niiro

352 Introduction to Econometrics

An introduction to the application of mathematical economic theory and statistical procedures to economic data. Coverage includes the development of appropriate techniques for measuring economic relationships specified by economic models and testing of economic theorems. *Prerequisites:* Economics 243, 245, Mathematics 117-118 or Mathematics 111-112 and 211-212, and Economics 242, or Mathematics 358.

Mr. Niiro

400 Senior Seminar

Involves study of research methodology and application of economic theory to contemporary problems in both economics and business. Students prepare and discuss research papers on topics in economics or business. Seniors must take this course to qualify for Departmental Honors.

Ms. Fender

Individualized Study

Topics of an advanced nature pursued by well qualified students through individual reading and research, under the supervision of a member of the Department's faculty. A student wishing to pursue independent study must present a proposal at least one month before the end of the term preceding the term in which the independent study is to be undertaken. *Prerequisites:* Permission of the supervising faculty member and the Department Chairperson. Offered during the fall and spring terms.

Staff

Business Administration

361 Marketing Management

Study of the place of marketing in the world of business; the marketing concept; understanding consumer buying behavior; market planning and product policy; sales management; distribution strategy; current problems, influences and pressures on marketing. Marketing case studies are analyzed and discussed. *Prerequisite:* Economics 101-102.

Messrs. Robert and Singh

363 Business Law I

Brief examination of the development of the American legal system, and of criminal and tort law. The general principles of contract law and the sale of goods are then studied in depth. Offered in the fall and spring terms.

Ms. J. M. Railing

364 Business Law II

Secured transactions, commercial paper, employment, and business organizations are studied. *Prerequisite:* Business 363. Offered in the spring term.

Ms. J. M. Railing

365 Personnel Management

Study of both the functional context and the behavioral factors and implications that underlie human resource planning. Major topics include the role of unions, impact of legislation, and social responsibility. *Prerequisites:* Economics 101-102 and Business 366.

Ms. Hanlon

366 Business Management

Study of major managerial functions and decision-making techniques. Further consideration is given to the contribution of behavioral and management science in treating the organization as a complex system. *Prerequisite:* Economics 101-102.

Ms. Hanlon

367 Business Finance

An introduction to the principles and practices involved in the acquisition and administration of funds by the business firm. Coverage includes asset management and the sources and costs of capital. Emphasis is upon the application of economic theory and basic decision theory to the financial concerns of the firm. *Prerequisites:* Economics 101-102 and Business 366.

Mr. Gemmill

377 Fundamentals of Automated Business Information Systems

Gives the student an introduction to business information systems and a basic familiarization with data processing concepts and terminology commonly encountered in the business world. The COBOL programming language is used as the vehicle for introducing and explaining the topics covered. The subject matter is presented from the viewpoint of the future manager or executive whose area of responsibility will utilize business information systems. *Prerequisites:* Economics 101-102, Accounting 153. Please note that a student may not receive credit for Business 377 and the former Business 177.

Mr. Katzman

378 Business Data Processing Systems and Management

Gives an understanding of the technical and management facets of business data processing. The human and organizational aspects as well as the socio-economic environment related to solving business problems via data processing are covered. The subject matter is presented from the viewpoint of those who will be future users of data processing, especially those in management positions. *Prerequisites:* Economics 101-102, 153, Business 366, 377, and Economics 241 or Mathematics 107.

Mr. Katzman

381 Small Business Management

Study of the principles and procedures of managing a small business; relevant differences in approach between large and small businesses; the commitments of an entrepreneur and the required attitude; the functions of accounting, finance, marketing, personnel, and production forecasting for the small business manager. *Prerequisites:* Economics 101-102, Accounting 153, Business 361 and 366.

Mr. Singh

402 Management Practicum

Study of the practical application of business theory. Students will either assist local small business firms in improving their operations or engage in directed independent field research of a business problem. *Prerequisites:* Economics 101-102, Accounting 153, Business 361, 366, and 381.

Mr. Singh

Individualized Study

(See description following Economics 400)

Accounting

153 Financial Accounting

Study of the basic principles, concepts, and problems in recording, summarizing, reporting, and analyzing financial data for single proprietorships, partnerships, and corporations. Topics covered include the accounting cycle for service and merchandise businesses, income determination, inventory valuation, depreciation methods, statement of changes in financial position, and analysis of financial statements. Offered during the fall and spring terms.

Mesdames Lewis and Poorman, Messrs. Baird, McClymont, and Musselman

154 Managerial Accounting

Study of the basic principles, concepts, and techniques that relate to the determination of cost of products produced and cost accumulation for control and managerial decision purposes. Topics covered include the accounting for cost of goods manufactured, job order costing, process costing, standard costing, and forecasting and budgeting. Offered during the fall and spring terms. *Prerequisite:* Accounting 153.

Mesdames Lewis and Poorman, Messrs. Baird, McClymont, and Musselman

253-254 Intermediate Accounting

A continued and more intensive study of the principles and theories prevalent in accounting with consideration given to alternative methods of recording and presenting accounting data. An effort is made to acquaint the student with the predominant professional groups and their pronouncements on accounting matters. *Prerequisites:* Accounting 153, 154.

Mr. Pellak

353-354 Cost Accounting

Accounting for manufacturing concerns with particular reference to securing unit costs of manufactured products. Emphasis is placed on job order costing, process costing, and allocation of overhead cost in 353 and managerial control profit planning and cost analysis in 354.

Prerequisites: Accounting 153, 154.

Mr. McClymont

355 Auditing

An introduction to principles and procedures of auditing, including preparation of audit programs and working papers, and the writing of reports. Some of the actual experience of conducting an audit is simulated through completion of a practice set. *Prerequisites:* Accounting 153, 154.

Mr. Raffensperger

356 Federal Taxes

An introduction to Federal Income Tax Laws, development and implementation. Emphasis placed on taxes related to individuals and corporations. Researching specific problems through use of tax journals and services is required. Work on the art of preparing income tax returns and other related items is included. *Prerequisites:* Accounting 153, 154.

Mr. Pellak

373-374 Advanced Accounting

An examination of accounting problems related to certain areas such as estates and trusts, non-profit organizations, partnerships, bankruptcies, and with particular emphasis on consolidations. Considerable attention is also directed toward regulation of accounting practices as effected by governmental agencies, such as the Securities and Exchange Commission, and professional bodies, such as the Accounting Principles Board and the Financial Accounting Standards Board. *Prerequisite:* Accounting 253-254.

Mr. Baird

Individualized Study

(See description following Economics 400)

Geography

310 Cultural, Social, and Physical Geography

A regional approach in the study of the various elements that make up the atmosphere, the hydrosphere, and the lithosphere and how the forces of the interrelationships develop the physical environment in first half of course and in the second half a systematic regional study of the superimposed cultural, social, and economic developments and how they evolved in response to the limitations imposed by the existence of varied environments. This course is designed to satisfy the geography requirements for students whose objective is teaching in the public schools.

Mr. Hill

J-10 Geography of North America

A regionalism study of North America with emphasis on physiographic structure of the continent, the climatic regions, the soils, the minerals, the fauna, the flora, and the socio-economic implications. As possible project assignments, students could study the Great Valley of California, the Peace River District, Early Indian Culture of the Mesa Verde, the Athabaska Tar Sands, Agriculture in the State of Washington, and the Big Thompson Project. This course is designed to satisfy the geography requirements for students whose objective is teaching in the public schools. *Prerequisites:* History 131, 132 or Economics 101-102.

Mr. Hill

Individualized Study

(See description following Economics 400)

Education

Associate Professors J. T. Held, Packard (*Chairperson*), and J. Slaybaugh

Adjunct Instructors King and N. Slaybaugh

The purposes of the teacher education programs are to give the student a thorough background in educational philosophy and theoretical concepts of instruction, and to provide an opportunity for student teaching.

The Education Department works cooperatively with all other departments in the preparation of teachers in secondary education, elementary education, music education, and health and physical education. Students interested in pursuing one of these programs will need to study carefully the teacher education programs on pages 35 to 40.

201 Educational Psychology

Extensive investigation of the development of the individual and the development of psychological principles of learning. Evaluation and reporting pupil progress, and the statistics necessary for analyzing test data are introduced. Repeated in the spring term. Psychology 101 recommended as background.

Messrs. Packard and Slaybaugh

209 Social Foundations of Education—Secondary

A study of the professional aspects of teaching, the relation of schools to society, the organization of state and local school systems, the impact of the national programs on education, including Supreme Court decisions. Secondary programs and serving as a student aide in public school classrooms are studied. Sophomore course for all secondary and music education students. Repeated in the spring term.

Staff

303 Educational Purposes, Methods, and Educational Media: Secondary

The function of schools in a democracy. Emphasis is placed on methods and techniques of the teaching-learning process and classroom management in secondary schools. The underlying principles and techniques involved in the use of teaching materials and sensory aids. Includes a unit on reading. *Prerequisites:* Education 201 and 209. Repeated in the spring term.

Mr. J. T. Held

304 Techniques of Teaching and Curriculum of Secondary Subject

Secondary subjects including biology, chemistry, physics, English, French, Spanish, German, Latin, mathematics, health and physical education, and social studies. This course is taught by a staff member of each department having students in the Education Term. Included is a study of the methods and materials applicable to the teaching of each subject and the appropriate curricular organization. *Prerequisite:* Consent of the major department. Repeated in the fall term.

306 Educational Purposes, Methods, and Instructional Media in Social Studies, Art, Music, Health and Physical Education

The philosophy and approach to teaching social studies and geography in the elementary school. Included are the correlation of art, music, health and physical education with other elementary subjects and the study of art, music, and physical education as background for assisting the special teacher. Use of appropriate educational media. *Prerequisite:* Education 201.

Staff

309 Social Foundations of Education—Elementary

The study of educational theory and programs, professional and legal aspects of teaching, the historical development of the American education systems, and the relationship of the modern school to society. Elementary teacher education students enroll in this course during the Education Term.

Staff

331 Foundations of Reading Instruction and the Language Arts

An introduction to the theory and problems in reading instruction and language arts. Current trends relating to recognition of these problems and appropriate instructional aids are studied. *Prerequisite:* Education 201.
Mr. Slaybaugh

334 Corrective Reading

A study of the analysis and correction of reading disabilities in the elementary school. Survey of tests and materials including children's literature as an incentive to greater interest in reading are included along with a reading internship in the public schools under the guidance of a reading teacher. Diagnosis and remedial tutoring of elementary school pupils who are having reading problems is provided. Elementary education students enroll for this course during the Education Term. *Prerequisite:* Education 331.

Mr. Slaybaugh

370 Elementary School Science: Purposes, Methods, and Instructional Media

Scientific principles for mastery by the elementary pupil in connection with appropriate experimental procedures; lecture, demonstration classes, instructional media, and field experiences designed to give the prospective teacher a thorough background in elementary school science. *Prerequisite:* Education 201. Offered also in the January Term as Ed. J 37.

Mr. Slaybaugh

411 Internship in Teaching Composition

A teaching internship in a section of English 101. Under the supervision of the instructor in that section, the intern will attend classes, prepare and teach selected classes, counsel students on their written work, and give students' papers a first reading and a preliminary evaluation. All interns will meet regularly with members of the English Department to discuss methods of teaching composition and to analyze the classroom experience. Required of all majors in English planning to enroll in the Secondary Education Program. Students should register for Education 411 in the fall or spring term prior to their Education Term.

English Department Staff

475 Student Teaching—Elementary

Student observation, participation, and teaching in the elementary grades under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. For nine weeks the student will spend the full day in the elementary classroom. This course carries two course credits. *Prerequisites:* Education 306, 331, 370 (J 37) and Mathematics 180 (J 18). Repeated in the spring term.

Staff

477 Student Teaching—Secondary

Student observation, participation, and teaching on the secondary school level under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. A minimum of 90 hours of responsible classroom teaching is recommended. This course carries two course credits. *Prerequisites:* Education 201, 209, and 303. Repeated in the spring term.

Mr. J. T. Held

Basic Concepts of Elementary Mathematics, Mathematics 180, (J18) is listed under the Mathematics Department.

English

Professors Baskerville, Clarke, Geyer, Lindeman, Pickering, Schmidt, and Stewart (*Chairperson*)
Associate Professors Fredrickson, Locher, and Myers
Assistant Professors Garnett, Hertzbach, and Wallace
Instructor Hair
Adjunct Assistant Professor Hogan
Adjunct Instructors Hartzell, Roth, Showalter, and Schwartz

Overview

The courses offered by the Department are designed to train students to express their thoughts clearly and effectively through spoken and written language and to understand, interpret, and assimilate the thoughts and experiences of the great writers of English and American literature. English is excellent preparation for careers in business, teaching, law, publishing, journalism, and government service and for graduate study leading to advanced degrees in English, theatre, the ministry, and library science.

The Department offers a major with a concentration in English and American literature and a major with a concentration in theatre arts and drama. The Department also offers a minor program in each concentration.

The Department believes that a well-balanced program for a major in English and American literature should include (1) knowledge of the literary history of England and America; (2) training in the application of the techniques of literary analysis and the different critical approaches to literature; (3) knowledge of the characteristics and development of the major literary forms or genres; (4) study in depth of the work of one author of significance; (5) some knowledge of the history of the English language and of English as a system.

Requirements and Recommendations

The Major in Literature The requirements for the major in literature are twelve courses in English and American language and literature in addition to the first term of Literary Foundations of Western Culture (IDS 103). All majors in literature are required to take English 151, 152, 153 and IDS 103. In addition, to obtain the desired distribution of courses, majors must elect the specified number of courses from each of the following categories:

- I. English Language (1 course): English 301, 302
- II. English Literary History (2 courses from Group A; 2 courses from Group B):
 - A. English 331, 334, 337, 338
 - B. English 341, 342, 345, 346
- III. American Literary History (1 course): English 318, 319, 320
- IV. Major Authors (1 course): English 362, 365, 366, or any seminar devoted to a British or American author considered by the Department to be of major importance. January Term courses devoted to major authors may not be used to fulfill this requirement.
- V. Electives (2 courses): English 218, 219, 225, 323, 324, 329, 351, 352

English 101, 110, 201, 203, 205, 206, 305, and courses in speech may not be used to fulfill the Department's major requirements. Courses in theatre arts count only toward the English major with a concentration in theatre arts and drama.

The Minor in Literature The requirements for the minor in literature are six courses. All minors must include English 151, 152, and at least three courses on the three hundred level. Writing courses, with the exception of English 101, and January Term courses which count toward the major may be used to fulfill the Department's minor requirements.

The Major in Theatre Arts and Drama In addition to English 151, 152, and IDS 103, majors with a concentration in theatre arts are required to take Theatre Arts 301 and either 203 or 204. They must also elect the specified number of courses from each of the following categories:

- I. Theatre Arts (2 courses): Theatre Arts 203, 204, 208, 310, 314
- II. Drama (3 courses): English 225, 328, 329, 365, 366
- III. Electives (3 courses): Any of the theatre arts and drama courses listed above and/or any of the following: Theatre Arts 252, J 3, J 95; Speech 220, 303; a course in dance.

The Minor in Theatre Arts and Drama The requirements for the minor in theatre arts and drama are six courses: Theatre Arts 301; Theatre Arts 203 or 204; one course in drama (English 225, 328, 329, 365, 366); one studio course

(Theatre Arts 208, 310, 314); two courses in theatre arts and/or drama (Theatre Arts 203 or 204, 208, 310, 314, 252, J 3, J 95; English 225, 328, 329, 365, 366)

Elementary and Secondary Education The major for students enrolled in the elementary education program will consist of ten courses, including English 151, 152, in addition to the first term of Literary Foundations of Western Culture (IDS 103). Working with the chairperson of the English Department, each elementary education student will design a major program, following as closely as possible the Department's distribution requirement. Students planning to teach English in the secondary schools are required to take English 301 and either 365 or 366. Speech 101 is recommended. The Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary English, Education 411, Internship in Teaching Composition.

History 131, 132, 203, 204 and Philosophy 211, 303, 304 are highly recommended for majors. Students planning to do graduate work in English should develop proficiency in Latin, French, or German.

A literature course on the one hundred level is a prerequisite for all upper level literature courses in the Department.

Distribution Requirements

All courses offered by the Department, except English 101, 201, 203, 205, 206, 301, 302, 305 and courses in speech and theatre arts, may be used to fulfill the College distribution requirement in literature. Theatre Arts 203, 204, 252, J 95 and English 205, 206 may be used to fulfill the College distribution requirement in art, music, creative writing, or theatre arts.

Special Programs

English majors may take January Term internships in a variety of fields, such as journalism, law, public relations, publishing, radio and television. Students who wish to apply for internships should secure from their advisers a statement of the Department's policy regarding application deadline, form of proposal, requirements, and grading.

101 English Composition

Aims to develop the students' ability to express themselves in clear, accurate, and thoughtful English prose. Not limited to freshmen. Repeated spring term.

Staff

110 The Interpretation of Literature

An intensive study of the dominant literary types: short story, novel, poem, and drama. The course attempts to stimulate a valid appreciation and judgment of literature through precise critical analysis of selected works truly representative of major literary forms. Fulfills distribution requirement in literature.

Staff

151, 152 Survey of English Literature

A historical survey of English literature from *Beowulf* to Joyce and Yeats in the twentieth century, with some attention to the social, political, and intellectual background. Selected works will be analyzed in class to familiarize students with the techniques of analysis, and students will write several short critical papers each term.

Staff

153 Survey of American Literature

A chronological study of American writing from colonial days to Emily Dickinson. Primary emphasis falls on the Puritans and the American Romantics.

Messrs. Fredrickson and Locher

154 Modern American Literature

A survey of American literature from Robinson and James to the present. Major figures will include Frost, Eliot, Williams, Stevens, Dreiser, Fitzgerald, Hemingway, Faulkner and selected contemporary writers.

Staff

201 Advanced Composition

An intensive course in advanced rhetorical techniques with special emphasis on exposition and argumentation.

Ms. Hertzbach and Mr. Pickering

203 Journalism

A general introduction to journalism. Students can expect to spend their time practicing the techniques of writing news copy, feature, sport, and editorial articles; composing headlines; doing make-up; and working at copy reading and rewrite.

Mr. Baskerville

205, 206 The Writing of Fiction, Poetry, and Drama

A workshop in the writing of short stories, verse, and plays, with an analysis of models. Either course may be used to fulfill the distribution requirement in art, music, creative writing, or theatre arts. *Prerequisite:* Permission of the instructor.

Mr. Clarke

218, 219 The English Novel

A study of the form and content of the English novel as the genre developed in the eighteenth century (218) and nineteenth century (219).

Mr. Pickering

225 The Golden Age of English Drama

A study, after some attention to the beginnings of drama in the Middle Ages, of some of Shakespeare's contemporaries, including Kyd, Marlowe, Jonson, Tourneur, and Webster, among others, to assess their importance in the development of English drama.

Ms. Hertzbach

226 Introduction to Shakespeare

A course that endeavors to communicate an awareness of Shakespeare's evolution as a dramatist and of his importance in the development of Western literature and thought. Designed for students not majoring in English.

Mr. Myers

231 to 260 Studies in Literature

An intensive study of a single writer, group, movement, theme, or period. May be counted toward the major. Fulfills distribution requirement in literature. Open to freshmen.

Staff

301 Introduction to Linguistics

Studies the three best-known analyses of English grammar: traditional, structural, and generative. The theories of grammar and the varying attitudes toward language make students aware that language in itself is an appropriate object of study.

Ms. Hartzell

302 History of the English Language

Provides a historical understanding of the vocabulary, forms, and sounds of the language from the Anglo-Saxon or Old English period to the twentieth century.

Mr. Baskerville

305 The Writing of Poetry and Short Fiction: Advanced

A course open to students who have demonstrated that their skills in the writing of poetry and fiction might be further developed. The goal of each student will be the composition of a group of poems or short stories.

Prerequisite: English 205, 206.

Mr. Clarke

318 American Prose of the Colonial and Romantic Periods

A study of the fiction, essays, journals and autobiography written by major American writers from the early days to 1860. Although Puritan and 18th Century prose will be covered, emphasis will be on the masterworks of the American Romantics: Cooper, Poe, Emerson, Thoreau, Hawthorne, and Melville.

Messrs. Fredrickson and Locher

319 American Realism

A study which concentrates on fiction by major American writers between 1860 and the early Twentieth century. Twain, Howells, James, and Crane will receive major emphasis.

Messrs. Fredrickson and Locher

320 American Poetry

A study of the development of American Poetry from Anne Bradstreet to William Carlos Williams. Emphasis will be placed on Emerson, Poe, Whitman, and Dickinson.

Messrs. Fredrickson and Locher

323, 324 Twentieth Century Fiction

A study of the form and content of a representative selection of English and American novels and, occasionally, short stories written between 1900 and the present. Some consideration will be given to the social and intellectual context. English 323 is devoted to the fiction of 1900 to 1940 and will concentrate on Conrad, Joyce, Woolf, Lawrence, Hemingway, Faulkner, and others. English 324 is devoted to fiction from 1940 to the present. Writers such as Updike, Nabokov, Bellow, Pynchon, Cary, Fowles, and others will be included.

Messrs. Geyer and Fredrickson

328, 329 Twentieth Century Drama

A study of major dramatists from Ibsen to the present and of dramatic movements such as realism, naturalism, expressionism, as well as Theatre of the Absurd. The first term includes Ibsen, Strindberg, Chekhov, O'Neill, and others; the second term begins after World War II and includes Williams, Miller, Osborne, Pinter, Beckett, Ionesco, Genet, and others. Alternate years. Offered 1982-83.

Mr. Schmidt

331 Mediaeval Literature

Sketches the development of Western literature from the Patristic Age through the Carolingian revival and then concentrates on selected topics and themes explored in the literature of the High Middle Ages. Anglo-Saxon poetry, Arthurian romance, the Tristan and Isolde story, the Grail legend, and Malory represent materials always dealt with.

Mr. Baskerville

334 Renaissance Literature

Selected works of More, Machiavelli, and Castiglione providing a background in basic Renaissance ideas as a prelude to a careful study of works by Marlowe, Sidney, Shakespeare, and Spenser.

Mr. Baskerville

337, 338 The Seventeenth Century

A study of the poetry, prose, drama, and thought of the period extending from the last years of Elizabeth through the early years of the Restoration. The fall term will take up selected poets, with emphasis on Donne and Jonson, as well as several prose writers, with emphasis on Bacon and the "new science." The spring term will begin with poems by Waller, Marvell, Cowley, and Vaughan and then proceed to the works of Milton, with emphasis on his development as a poet and his relation to his age. The spring term will conclude with the reading of selected Restoration plays.

Mr. Lindeman and Ms. Hertzbach

341, 342 Literature of the Restoration and Eighteenth Century

A critical analysis of the prose, poetry, and selected drama written between 1660 and 1798. The student determines what makes the period distinct and identifies those characteristics which show continuity with the past and those tendencies which foreshadow future literary developments. English 341, devoted to the literature from 1660-1740, concentrates upon the work of Dryden, Swift, and Pope. English 342, devoted to the literature from 1740 to 1798, concentrates upon the work of the mid-century poets, and Johnson and Boswell.

Ms. Stewart

345, 346 The Nineteenth Century

A critical analysis of poetry, prose, and selected drama with some attention to the historical and intellectual background. English 345 is devoted to the literature from 1780 to 1830 and focuses on the works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. English 346 is devoted to the literature from 1830 to 1900 and focuses on the works of Carlyle, Tennyson, Browning, Arnold, Rossetti, Morris, Swinburne, Wilde, and the Art for Art's Sake Movement.

Mr. Geyer

351, 352 Twentieth Century Poetry

A study of selected British and American poets of the modern period, with attention given to the explication of individual poems, as well as to the style and method of each poet and to the ways in which each responds to the problems and themes of his or her cultural milieu. The fall term is devoted to major figures who flourished prior to 1939, with emphasis on E. A. Robinson, Robert Frost, Wallace Stevens, Thomas Hardy, Gerard Manley Hopkins, Ezra Pound, W. B. Yeats, T. S. Eliot, and Dylan Thomas. The spring term deals with poets whose reputations have developed since 1939, with emphasis on Richard Wilbur, Theodore Roethke, Robert Bly, and Sylvia Plath.

Messrs. Lindeman and Clarke

362 Chaucer

Examination of a selection of Chaucer's minor poems and of five of his major poems (including "Troilus and Criseyde" and "Canterbury Tales") as the means of assessing the poet's response to literary influences and of tracing the development of his original genius.

Mr. Pickering

365, 366 Shakespeare

A course that seeks to communicate an understanding both of Shakespeare's relation to the received traditions of his time and of his achievement as one of the most important figures in Western literature. Language, characterization, and structure in each of the numerous plays will be carefully analyzed. The fall term will focus upon the early plays through *Hamlet* and *Troilus and Cressida*, the spring term upon the later plays.

Mr. Myers

Individualized Study

An individual tutorial, research project, or internship under the supervision of a member of the staff. A student must submit a written proposal to the Department well in advance of registration. *Prerequisites:* Approval of the Department and of the directing faculty member. Either term.

Theatre Arts

Theatre Arts 203, 204 and 252 may be used to fulfill the distribution requirement in art, music, creative writing, or theatre arts.

203, 204 History of the Theatre

A survey of the theatre from the primitive to the present. Emphasis is placed on the relevance of theatre design, production techniques, and acting styles to the plays of their periods, and the relationship between society and the theatre it nurtured. The first term covers Greek, Roman, Medieval, Elizabethan, and Oriental; the second term is devoted to the Italian Renaissance, French, Neoclassical, the Restoration, and the Eighteenth, Nineteenth, and Twentieth centuries. Alternate years. Offered 1983-84.

Mr. Schmidt

208 Fundamentals of Acting

The study of the theory and technique of the art of acting; voice technique for the stage; the use of pantomime, including the study of gesture and movement. Emphasis will be placed on the discipline and control of the body and the voice to best serve the actor. Improvisation will be employed. In addition, students will be expected to perform in scenes for class analysis. Alternate years. Offered 1982-83.

Mr. Schmidt

252 Studies in Film Aesthetics

A study of historically significant films, film theory and criticism, intended to develop an appreciation for film as an art form. Students will keep a journal of critical responses to films, write short critical papers, and will become familiar with writing that has been done about films. Alternate years. Offered 1983-84.

Mr. Fredrickson

301 Play Production

The study of the theatre from book to curtain. All major phases of theatre are analyzed: directing, set design, lighting, makeup, costuming, and management. Students will present a director's study of a one-act play and direct the work for public presentation. The actual construction and painting of the scenery is an integral part of the course. Alternate years. Offered 1982-83.

Mr. Schmidt

310 Directing

The study of the theory and the technique of the art of the director: how a play is selected; play analysis; tryouts and casting; the purpose and technique of blocking, movement and stage business; the director as scenic artist; various methods of staging. Students are required to direct a number of scenes in class and to stage two scenes and a one-act play for public presentation. *Prerequisite:* Theatre Arts 301 and/or permission of the instructor. Alternate years. Offered 1983-84.

Mr. Schmidt

314 Advanced Acting

Further study in the theory and technique of the art of the actor: the analysis and interpretation of a role and the building of a characterization. Roles, both comic and tragic, from Contemporary, Restoration, Elizabethan, Commedia dell'Arte, and Greek theatre will be analyzed and performed. *Prerequisite:* Theatre Arts 208 and/or permission of the instructor. Alternate years. Offered 1983-84.

Mr. Schmidt

Speech

101 Public Address

A study of the basic principles of public address. Emphasis is placed on developing both a theoretical and practical understanding of oral communication, through lecture and reading assignments, as well as through practice in preparing, organizing, delivering, and criticizing speeches in class. Repeated spring term.

Mr. Hair

201 Advanced Public Address

An analysis of public address as an art form and as an important civilizing force in Western society. Students will have the opportunity to apply concepts and strategies they have learned in Speech 101. *Prerequisite:* Speech 101.

Mr. Hair

220 Mass Communication

A survey of the rhetorical foundations of American mass media, examining the psychological, sociological, legal, political, and economic aspects of contemporary mass communication.

Mr. Hair

302 Argumentation and Discussion

An introduction to the theories and practice of argumentation and discussion. The course is designed to help students develop their proficiency in the use of elementary debating techniques and strategies; to teach them how to discover, select, and evaluate evidence and use it in constructing oral arguments; and to enable them to increase their skills in critical thinking and writing by logically analyzing an important contemporary issue.

Mr. Hair

303 Oral Interpretation of Literature

A performance course, stressing the art of oral interpretation, for students interested in improving their oral reading skills. Students will select, analyze, and present poetry, prose, drama, and children's literature.

Mr. Hair

304 Classical Rhetoric

An introduction to the history and various theories of human communication. Students will read and analyze selected classical works of rhetoric. The aim of the course is to discover the significant questions raised by rhetoricians about society and to enable students to ask and answer intelligent questions about their own society.

Mr. Hair

French

Professor Kurth

Associate Professor Lenski

Assistant Professors Beach-Viti, Michelman
(*Chairperson*), A. Tannenbaum, and Viti

Adjunct Instructor Mellerski

Overview

The chief aim of the basic courses offered by the Department is to give the student facility in the use of spoken and written French and some acquaintance with its literature and the culture of the French-speaking world. The oral-aural aspect of modern language teaching is stressed in the language laboratories which complement classroom instruction in the language. All students in the Department, and especially those in the elementary and intermediate phases of language study, are strongly urged to take advantage of the facilities offered by the laboratory in the library. The first years of language study require at least one hour per week in the language laboratory.

On a more advanced level, literature and civilization courses are designed to lead the student to the well-informed appreciation of the literature and cultures of other societies that is one of the hallmarks of a liberal education.

Students specializing in French will find that, in addition to their humanistic value, these studies afford sound preparation for careers in teaching as well as for graduate study. Students will also find knowledge of French to be valuable in the fields of business, social work, and government service.

Requirements and Recommendations

Requirements for a major in French include French 301, 302, and six additional courses above the 302 level. Majors must include French 305 and 306 in their major program. Individualized study may be taken only once as part of the minimum requirements for the major. These requirements may be waived in special cases at the discretion of the Department. Majors are encouraged to study in a French-speaking country, although this is not a Departmental requirement.

Some courses for majors are offered in January. However, majors in French may count only one such January Term course toward the major requirements.

Requirements for a minor in French involve a total of six courses. For students who begin in the 101-102, 103-104, or 201-202 sequences, 202 will count toward the minor. In addition, students must choose one course from among 205, 206, and 245; they must take 301-302 and two additional courses, of their choice, above 302. Students

who begin above the 202 level, may count one course from among 205, 206, and 245, must take 301-302, and three additional courses above 302. As with the major, one January Term course and courses taken abroad may be counted toward a minor.

The prerequisite for entry into all courses above the 200 level, with the exception of French 400, is French 202 or its equivalent.

Prior to their first registration at the College, all students receive preregistration materials which give detailed instructions on language placement and fulfilling the distribution requirement in foreign languages. The following courses may be counted toward the distribution requirement in literature: French 205, 206, 305, 306, 320, 321, 322, 324, 325, 327, 328, 331. Some courses to be used toward this requirement are offered in January.

The distribution requirement in foreign languages may be fulfilled by successful completion in French of 201-202, 205, 206 or a course at the 300-level or above. Achievement equivalent to 201-202 may be demonstrated by an Advanced Placement Examination or a Departmental Qualifying Examination given during the initial week of fall term. French 205 or 206 satisfy the foreign language requirement and at the same time count toward the literature requirement. The courses, which are complete as individual units, emphasize intensive reading of complete works in literature for comprehension and analysis of style. Students who choose this alternative should have adequate preparation in reading of significant amount of prose of various literary periods. A student who shows unusual proficiency in 201 may, with the consent of the Department Chairperson, take 206 and thereby fulfill the language requirement and half the literature requirement.

French 310 fulfills distribution requirements in history, philosophy, or religion.

French 331 fulfills the distribution requirement in Non-Western culture.

Special Facilities

Language Laboratory in Musselman Library/Learning Resources Center.

Special Programs

See *Junior Year Abroad*.

101-102 Elementary French

Elements of speaking, reading, and writing French. Language laboratory usage is required. Enrollment limited to those who have not studied French previously.

Staff

103-104 Fundamental French

Fundamentals of speaking, reading, and writing French. Language laboratory usage is required. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

201-202 Intermediate French

Practice in oral and written expression and grammar review; readings and discussion of French writings as contact with French culture. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

205, 206 Readings in French Literature

Two objectives of skill in reading French prose for comprehension and reading a significant amount of French literature of literary and cultural merit. Conducted in French, these courses differ from French 201, 202 in that they emphasize reading for comprehension of content. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

245 French Conversation

A conversation course beyond the intermediate level with emphasis on everyday, applied usage of the language for nonliterary purposes. *Prerequisite:* fulfillment of the language requirement. Limited enrollment of twelve students. Does not count toward the major. To be offered annually, fall term.

Staff

301, 302 French Composition and Conversation

Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level.

Staff

303 Phonetics and Diction

Study of modern phonetic theory; practice in transcription, pronunciation, and diction. Laboratory course. Alternate years. Offered 1982-83.

Staff

305, 306 History of French Literature: Middle Ages to 1789; 1789 to Present

A general survey of French literature in two parts; representative readings and discussion of outstanding writers and of main literary currents.

Staff

310 French Civilization

The manifestation of history, art, economics, politics, and sociology in the culture of France. Fulfills distribution requirement in history, philosophy, or religion. Alternate years. Offered 1983-84.

Staff

320 Lyric Poetry

A general view of French lyric from Villon to Saint-John Perse. Intensive study will be given to Baudelaire, The Symbolists, and the Surrealists. *Explication de Texte* will be used extensively. Offered 1983-84.

Staff

321 Seventeenth Century Theatre

French drama, comedy, and tragedy of the classical period. Corneille, Moliere, and Racine. Alternate years. Offered 1983-84.

Staff

322 The Age of Enlightenment

A study of the Age of Enlightenment through reading and discussion of the representative fiction, non-fiction, and theatre. Alternate years. Offered 1983-84.

Staff

324 The Literature of French Romanticism

Reading and discussion of French Romantic literature, with special emphasis on poetry and theatre. An attempt will be made to reach a viable definition of the Romantic movement in general and of French Romanticism in particular. Alternate years. Offered 1982-83.

Staff

325 From Realism to Symbolism

The literary and social aspects of the realist, naturalist, symbolist and decadent movements, with special emphasis on the prose of Flaubert, Maupassant, Zola, and Huysmans. Offered 1983-84.

Staff

327 Contemporary French Theatre

A study of major trends in modern French drama: surrealism, existentialism, the absurd. Alternate years. Offered 1982-83.

Staff

328 Contemporary French Novelists and Their Craft

A study of representative works by major twentieth-century French novelists from Gide and Proust to Butor and Robbe-Grillet. Alternate years. Offered 1983-84.

Staff

331 La Francophonie

A survey of the imaginative literatures of such French-speaking countries and areas as Africa north and south of the Sahara, Canada, Vietnam, the West Indies, Louisiana, and others. Aside from their intrinsic literary worth, the selections will afford a perception of the impact and adaptation of French language and culture among widely diverse populations of the world. Alternate years. Fulfills the distribution requirement in Non-Western culture. Offered 1982-83.

Staff

400 Seminar

An intensive study of a particular aspect of French literature, civilization or culture to be determined by the instructor in consultation with students. Intended for upperclass majors. *Prerequisites:* Permission of the instructor and approval of Department Chairperson. Offered every year.

Staff

Individualized Study

Guided readings or research under the supervision of a member of the staff. *Prerequisites:* Permission of the instructor and approval of the Department Chairperson.

Staff

German and Russian

Associate Professor Crouner (*Chairperson*)

Assistant Professors Collier, McCordle, Ritterson, and Rogan

Overview

One of the attributes of a truly liberated individual is acquaintance with the language and culture of at least one foreign nation. The offerings of this department are designed to contribute to the attainment of this goal. Apart from the values accruing from the mental discipline demanded by language learning and the practical utilization of such learning in the areas of research and technology, international trade, diplomacy, teaching, and foreign travel, it is hoped that doors will be opened to an understanding of the German and Russian peoples and an appreciation of their significant contributions to the world's cultural heritage.

Through the use of the foreign language in the classroom and correlative audio-lingual drill in the laboratory, effort is directed toward the development of a reasonable proficiency in speaking and listening comprehension as well as in reading and writing.

Requirements and Recommendations

German 202 or equivalent proficiency is considered prerequisite to all higher-numbered German courses, unless specified otherwise.

Major Requirements A major is offered only in German and consists of a minimum of nine courses beyond the level of German 202, including 301, 302, 321, 322, two courses from those numbered 211, 212, 213 and two courses from those numbered 323, 324, 325, 328. Majors preparing to teach German in the secondary school must also take Education 304, Techniques of Teaching and Curriculum of Secondary German (does not count toward German major).

Majors who take a Junior Year Abroad program may count no more than six of those courses toward the major and must take at least two German literature courses in their senior year.

Majors who, by the end of the junior year, have not demonstrated a satisfactory level of competency in the reading, writing, speaking and listening comprehension of German, as determined by the department's staff, will be assigned such additional work as considered necessary and appropriate to the attainment of such competency by the end of the senior year.

Minor Requirements Minors are offered in German and Russian. The German minor consists of German 201 and 202 (or their equivalents) plus any four other higher numbered German courses except 119 and 120. The Russian minor consists of Russian 101, 102, 201, and 202 (or their equivalents), and two courses from Russian 211, 409, 410, or courses in the area of Russian studies offered at the Consortium colleges and approved by the German and Russian Department.

Distribution Requirements

The following courses may be counted toward the distribution requirement in literature: German 119, 120, 321, 322, 323, 324, 325, 326, 328, Russian 119, and designated January Term courses.

The following courses may be counted toward the distribution requirement in the area of history, philosophy, or religion and, with the consent of the History Department, toward a history major: German 211, 212, and 213.

The distribution requirement in foreign language may be satisfied by completion of German or Russian 202 or of any 300-level course, or by demonstration of equivalent achievement in an Advanced Placement or departmental qualifying examination.

Special Programs

Qualified students are encouraged to study abroad one or both terms of their junior year. Students can choose from programs administered by American institutions at universities in Munich, Freiburg, Marburg, Heidelberg, Bonn, and elsewhere (see Junior Year Abroad).

German

German Language

101, 102 Elementary German

Essentials of grammar, composition, pronunciation. Course includes oral and written work, graded elementary reading, and use of audio-visual cultural materials and correlative drill in the language laboratory. Prepares for German 201, 202.

Staff

201, 202 Intermediate German

Continuation of the work of German 101, 102. Progressively more difficult reading, in class and outside, is selected to introduce the student to German literature and civilization. Course includes use of audio-visual cultural materials and correlative drill in the language laboratory. *Prerequisite:* German 102 or its equivalent.

Staff

301 Advanced German

Designed for advanced work in the language and intended for students who have successfully completed at least German 202, as well as for qualified incoming students. The plan of study incorporates extensive reading and intensive practice in aural comprehension, oral expression, and directed composition. Conducted mostly in German.

Staff

302 Advanced German

A continuation of exercise in the skills of German 301, but with emphasis given to readings and discussions on problems of German literary studies. Both primary and secondary (unedited) sources will be read. Students will be asked to present oral reports and to write resumes and compositions on the materials read. Conducted in German. *Prerequisite:* German 301 or demonstrated equivalent preparation.

Staff

German Culture Studies

211, 212 Survey of German Culture to 1945

A study of the cultural history of the German people from their beginnings to 1945, including an appreciation of their major contributions to the world's cultural heritage. This course is accepted toward fulfillment of the distribution requirement in the area of history, philosophy, or religion.

Mr. Crowner

213 Survey of German Culture Since 1945

A study of the culture, society, and politics of contemporary Germany, East and West, including a comparison of the social systems and of attempts to deal with the problems of the present and future. Assigned readings include both critical/analytical and literary works. A knowledge of German is not required. This course is accepted toward fulfillment of the distribution requirement in the area of history, philosophy, or religion.

Mr. McCardle

German Literature

119, 120 German Literature in Translation

Critical analysis and appreciation of form and content of representative German literary masterpieces, selected from the literary periods from the Middle Ages to the present, together with an examination of the times and cultural circumstances which produced these works. Does not count toward a major in German. This course is accepted toward fulfillment of the distribution requirement in literature.

Messrs. McCardle and Ritterson

302 Advanced German

See course description under German Language (above).

Staff

321, 322 The Age of Goethe

Study of German literature of the Enlightenment, Storm and Stress, Classicism, and Romanticism, with special emphasis on Lessing, Schiller, and Goethe. Critical reading and analysis of representative works are included. Outside reading and reports.

Staff

323, 324 Post-Romantic to Mid-Twentieth-Century German Literature

Study of German literature from the 1830's to 1945, with particular attention in the fall term to Young Germany, Biedermeier, Regionalism, Realism, and Naturalism; and in the spring term to Impressionism, Expressionism, the New Objectivity, and their successors through the end of World War II. Critical reading and analysis in class of representative works and outside readings and reports are included. Alternate years.

Staff

325 German Literature Since 1945

Study of West and East German literature, including Borchert, Böll, Grass, Dürrenmatt, and Handke. Critical reading and analysis in class of representative works and outside reading and reports are included. Alternate years.

Staff

328 Goethe's Faust

An intensive reading and analysis of the work in class. A study of its aesthetic, moral, and ethical values and autobiographical significance, together with an examination of its modern cultural implications. Outside reading and reports.

Staff

400 Senior Seminar

Intensive study of selected aspects of German language, literature, and civilization. Reading, discussion, oral and written reports. Topics will be selected with a view to affording students an opportunity to strengthen their knowledge in the areas not covered in their other course work in the department.

Staff

Individualized Study

Guided reading or research under the supervision of a member of the staff. *Prerequisite:* consent of the Department.

Russian

101, 102 Elementary Russian

The goal of this course is a thorough grounding in the structure of Russian. Emphasis is placed on active oral involvement on the part of the student. The skills of reading, speaking, and listening comprehension will be developed. Written work will also be an integral part of the course. Supplementary work in the language laboratory is required.

Mr. Collier

119 Russian Literature in Translation

Representative works from the standpoint of ideological and philosophical themes as well as from the standpoint of aesthetic and literary values. Although there will be an emphasis on some of the great works of the nineteenth century, there will also be selections from more recent times. Counts toward the distribution requirement in literature.

Mr. Collier

201, 202 Intermediate Russian

A continuation and consolidation of the first year's work. There is an increasing emphasis on reading and discussion, in Russian, of the reading material. The oral-aural approach will continue to be emphasized.

Mr. Collier

211 The Russians—Their Intellectual and Cultural World: Background and Foreground

Study in English of Russian culture with emphasis on its intellectual and historical roots in Western Civilization, on the development of religious, literary, and social thought in the 19th and 20th centuries, and on current Soviet society.

Mr. Collier

409, 410 Individual Readings in Russian

An individual program of directed readings. Topics are to be arranged by consultation between student and instructor.

Mr. Collier

Greek—see Classics

Health and Physical Education

Professor Kenney, (*Chairperson*)

Associate Professors Biser, Shoemaker, and Wescott

Assistant Professors Bowers, Donolli, and Reider

Adjunct Assistant Professor Hand

Coaches: D'Ottavio, Haas (Director of Intercollegiate Athletics), Higgins, Hulton, Hummel, Kennedy, Lehr, Miller, Schlie (Coordinator of Women's Intercollegiate Athletics), Streeter, and Zelenz

Overview

The Department of Health and Physical Education is in harmony with the purposes of our liberal arts institution and our philosophy is a holistic one. We believe in the Greek ideal of "A sound mind in a sound body." The College stresses the individual need for total fitness for all students through our required courses. Our majors' courses offer those students with a particular interest in physical education a rewarding, well rounded, educational and life experience.

A major in Health and Physical Education is an excellent preparation for specific areas such as state-approved teaching certification in Health and Physical Education (K-12), certification in athletic training, and allied health careers. With proper course selection, students can qualify for post graduate work in allied therapy fields such as physical, occupational, and play therapy.

Requirements and Recommendations

All H.P.E. majors must satisfy all of the College distribution requirements. Psych. 101 and Soc. 101 are the preferred social science courses. Biology is required as the laboratory science. Microorganisms and Plants and Animals (Bio. 111-112) is preferred but General Biology (101-102) is acceptable.

The following is a list of the required courses for a major and the suggested sequence of such courses:

Freshman: Bio. Science (111-112) or (101-102)
H.P.E. 112
*H.P.E. 101-102

Sophomore: H.P.E. 211
H.P.E. 217-218
*H.P.E. 201-202
Ed. 201, 209 for teacher certification

Junior: H.P.E. 309
H.P.E. 325
H.P.E. 320
H.P.E. 332
H.P.E. 314
*H.P.E. 301-302

Senior: Ed. 303 and 304
Ed. 447
H.P.E. 400
*H.P.E. 304

*Quarter courses—Major Skills

Faculty advisers are available to help in counseling, but students have the sole responsibility for meeting all major requirements. It is important to declare the HPE major early in the four year curriculum, as failure to do so often means an additional term or two to complete the program.

There is an additional learning experience that our department requires. Each student must participate in our intercollegiate program on one of the following levels: player, student trainer, student manager, or as a student coach. (The latter would be only for a very select, highly qualified athlete.) The above participation must be accomplished once each year for the four year program.

Distribution Requirements

For non-majors in health and physical education, four quarter courses in health and physical education are required for a Bachelor of Arts degree. These are normally taken during the fall and spring terms of the freshman and sophomore years in addition to the general 4-1-4 course requirement. One term of study yielding one quarter course credit is required from each of the following four groups:

Group I HEALTH

HPE 105 Health Science (or Health Credit through proficiency testing)

Group II AQUATICS

HPE 113 Beginner's Swim
115 Intermediate Swim
117 Advanced Lifesaving
119 Water Safety Instructor

120 Endurance Swim Club
122 Synchronized Swim
124 Swimnastics
126 Water Polo
128 Aquatics Combo

Group III FITNESS

HPE 131 Body Conditioning
133 Weight Training

134 Field Hockey
136 Team Handball
138 Track and Field
140 Jogging Club
142 Aerobics
144 Beginner's Judo
146 Intermediate Judo
148 Self-defense
150 Gymnastics
152 Soccer
154 Beginner's Basketball
156 Advanced Basketball
158 Indoor Lacrosse
160 Speedball

Group IV RECREATIONAL SKILLS

HPE 161 Contracts (Individualized Program)
163 Beginner's Horsemanship**
165 Intermediate Horsemanship**
193 Beginner's Modern Dance
195 Intermediate Modern Dance
199 Physical and Recreational Activities for Children

164 Riflery**
166 Beginner's Golf
168 Beginner's Tennis
170 Intermediate Tennis
172 Beginner's Volleyball
174 Intermediate Volleyball
176 Badminton
178 Archery
180 Fencing
182 Bowling**
184 Touch Football
186 Softball
188 Handball
190 Paddleball
192 Racquetball
198 Folk and Square Dance

Two proficiency tests are offered freshmen and transfer students who are not majoring in health and physical education—a health knowledge test and a swimming test. If the health test is passed, the student can elect to take Health Credit or substitute a term of study in any other group. If not passed, HPE 105 must be taken. If the swimming test is passed, the student must substitute a term of study in any group. If not passed, HPE 113 must be taken.

In Groups II, III, and IV the student has the option of selecting one odd-numbered course which extends for a full term or two even-numbered courses which taken sequentially during the same term are equivalent to a full term. The four group requirements may be taken in any order.

***Requires extra fee*

Students who are unable to participate in the regular programs enroll in HPE 106, Adapted Physical Education, which can be substituted for courses in any group except HPE 105, Health Science, in Group I.

There is no additional charge for the quarter courses in the required program in Health and Physical Education to a maximum of four course registrations, or, for HPE majors, for the required quarter courses in the junior and senior years. Quarter courses beyond these limits will cost a student \$167 per quarter course.

101, 102, 201, 202, 301, 302, 304 Major Skills

Skill development and methods and techniques of class organization and instruction for the following physical education activities: lacrosse, field hockey, wrestling, modern dance, swimming, gymnastics I, folk-square-social dance, baseball, softball, tennis, badminton, elementary teaching, gymnastics II, golf, archery, football, soccer, speedball, elementary-junior high-senior high games and recreational activities, basketball, volleyball, track and field, self-defense, and conditioning activities. This course is for health and physical education major students and taken each fall and spring term except during student teaching.

¼ course each
Staff

112 Foundations of Health, Physical Education, and Recreation

Serves as an introduction to the profession. It is concerned with history, philosophy, principles, and scientific foundations. The present status, organization, and goals in the professional areas also receive attention.

Mr. Lehr

211 Personal and Community Health

A critical look at the relevant health issues of this decade. Careful inspection of data concerning drugs, human sexuality, marriage and family living, old age, pollution, etc. is included along with the examination of the relationship of personal health problems to the community at large.

Mr. Wescott

217 Anatomy and Physiology

A theoretical and practical study of human structure and function. Analysis of the effects of health and physical education activities on the body is provided. *Prerequisites:* Biology 101 and 102 or 111 and 112.

Mr. Biser

218 Kinesiology and Applied Physiology

A study of voluntary skeletal muscles, not only in regard to their origins, insertions, actions, and interrelationships with the body systems, but also with particular emphasis on the essentials of wholesome body mechanics.

Prerequisite: HPE 317.

Mr. Donolli

309 Physiological Responses to Endurance Training

Serves to acquaint the student with the physiological mechanisms that are involved in circuit, interval, and aerobic type endurance training. The physiology of cardio-respiratory and muscular responses will be covered. The students will be involved in practical application of the training methods studied. A pre-exercise and post-exercise test of significant endurance responses will be administered to each student.

Mr. Donolli

314 Medical Aspects of Sports

Prepares the prospective coach for the prevention and care of injuries. Course includes instruction about protective equipment, safety procedures, and facilities, as well as preparation of the athlete for competition, emergency procedures, post-injury care, and medical research related to training and athletics. Material in the official Red Cross Standard and Advanced First Aid courses will be given and certificates can be earned. Practical work covered includes massage, taping, bandaging, and the application of therapeutic techniques. *Prerequisites:* HPE 217 and HPE 218 or Permission of Instructor.

Mr. Biser

320 Adapted Physical Education and Health Inspection

Provides instruction and experience in the health inspection and observation of the school environment and of school children. Specific abnormalities of children are studied, and exercises are adapted to individuals to allow more complete personality development through activity.

Prerequisites: HPE 217 and HPE 218.

Messrs. Kennedy and Wescott

325 Administration of Health, Physical Education, and Recreation

Administrative and legal problems, personnel relations, social interpretations, budgets and finance, and plant and office management.

Mr. Shoemaker

332 Measurement and Evaluation in Health and Physical Education

A study of the tests and evaluative procedures having practical use in health and physical education classes as well as in research. The function and use of statistical concepts and the principles of test construction are analyzed.

Ms. Schlie

340 Psychological and Philosophical Aspects of Coaching

Analysis of psychology and philosophy in their relationships to coaching athletics. An introduction is provided to the basic principles of psychology and philosophy, including the study of motivation, emotions, personalities, perception, communication, ethics, etc., and the use of these principles in coaching methods to solve coaching problems.

Mr. Reider

400 Senior Professional Seminar

Designed to relate and synthesize the various concepts, interpretations, and understandings of modern health, physical education, and recreation. This course offers the student the opportunity to work at an advanced level of extensive reading in the many faceted areas of the profession.

Ms. Kenney

449 Introduction to Research

A study of the various methodological approaches used in research. The course provides practice in designing research tools and in research writing and is helpful for those planning to continue with graduate study. Offered either term. *Prerequisite:* H.P.E. 332 or Permission of Instructor.

Ms. Kenney

History

Professors Crapster (*Chairperson*) and Glatfelter
Associate Professors Bugbee, Fick, Forness, and Stemen
Assistant Professor Boritt

Overview

The Department aims to acquaint the student with the concept of history as an organized body of knowledge which is "the memory of things said and done." Mastery within this broad field provides an appreciation of history as literature, an understanding of our heritage, and a standard by which one may thoughtfully evaluate our own time. Through classroom lectures and discussions, an introduction to research, and seminars, the Department encourages the student to develop as a liberally educated person. Courses which the Department offers help prepare students for graduate study and for careers in teaching, law, the ministry, public service, business, and other fields.

Requirements and Recommendations

Requirements for a major are nine courses, including History 300 (in the sophomore year) and one of the senior research seminars. All majors must pass at least four additional 300-level courses chosen from at least two of three groups—American, European, or Asian history.

Senior research seminars—number 401 to 410—are normally restricted to history majors, for whom one is required. A selection from the list of seminars is offered each year. They provide students with an opportunity to work in small groups with a member of the staff in the study of a selected topic. Typically participants are expected to engage in reading, discussion, oral reports, and writing formal papers based on individual research.

The minor in history consists of six history courses, of which no more than two may be at the 100 level and at least two must be at the 300 level. One course may be from the list of courses from other departments listed below that count toward the major. Only January Term courses that count toward the major may be included in the minor. No courses taken S/U may be included.

Distribution Requirements

All courses in the fall and spring terms, except History 300, are acceptable toward fulfilling the distribution requirement in history, philosophy, or religion. The following courses are also acceptable toward that requirement, and one of them may be counted toward the major, but not toward the 300-level requirement: German 211, 212, 213 (Survey of German Culture), Greek 251 (Greek History), Latin 251 (Roman History), and Spanish 312 (Latin America).

The following courses meet the distribution requirement in Non-Western culture: 221, 222, 224, 251, 254, 321.

101, 102 History of Europe

Survey of the major political, economic, social, and intellectual developments in Europe from the 5th century to the present. The first course goes from the Germanic invasions of Rome to 1715; the second extends from 1715 to the present.

Mr. Fick

131, 132 History of the United States

With the dividing point at 1877, a general survey of the historical development of the American nation from the age of discovery to the present. Open to freshmen only.

Staff

203, 204 History of England

Surveys English history from the Anglo-Saxon invasions to the present, emphasizing institutional, social, and cultural developments. Some attention is given to Ireland, Scotland, and the overseas empire. The dividing point between the two courses is 1714.

Messrs. Crapster and Fick

221, 222 History of East Asia

A survey of East Asian civilizations to approximately 1800 in 221 and of East Asian political, social, and intellectual developments since the Western invasions of the nineteenth century in 222.

Mr. Stemen

223 United States Relations with East Asia

Study of the diplomatic, military, and cultural relations of the United States with China, Japan, Korea, and Vietnam, from the late eighteenth century to the present. Such subjects as trade, missions, wars, intellectual and artistic influence, and immigration will be covered.

Mr. Stemen

224 Chinese Thought and Culture

An intellectual history of China from the beginning to the eighteenth century. Readings are drawn from philosophy, history, religion, poetry, and fiction, and are studied in the context of the intellectual and artistic culture of the times.

Mr. Stemen

IDS 227, 228 Civilization of India

Course description included under Interdepartmental Studies.

Ms. Gemmill

231, 232 Biographical Approaches to American History

An introduction to American history through biographies of representatives and influential persons in significant periods in America's past. Historical forces which shaped their lives and the impact on American development of each person studied are examined. An attempt is made to establish criteria for determining the place of biography as acceptable history. The dividing line between the two courses is 1865.

Staff

223 Mission, Destiny, and Dream in American History

An introduction to American history from the seventeenth century to the present by focusing upon the intertwining themes of the American people's belief in their unique mission and destiny in the world and their dream of creating a just and prosperous society. Students will probe the varying manifestations of these themes through major events and movements in American social, economic, and cultural life and in politics and diplomacy.

Mr. Forness

235 American Economic History

Examines the economic development of the United States from the colonial period to the 1960's. Among the topics covered are the westward movement, development of transportation networks, growth of monetary markets and investments, industrialization, and the role of government in the economy. *Prerequisite:* Economics 101-102.

Ms. Fender

236 Urbanism in American History

An introduction to American history from the perspective of urbanism. Beginning with the colonial town and continuing to the megalopolis of the mid-twentieth century, students will investigate the nature of urban life and its influence upon the course of American development.

Mr. Forness

237 War and American Society

Considers America's wars from the Revolution to Vietnam and the opposition to war they have evoked.

Mr. Boritt

251 History of the Ancient Near East

Survey of the history of the Near East to 622 A.D., concentrating particularly on the major civilizations of Egypt and the Fertile Crescent, i.e., Sumer, Babylonia, and Assyria, as well as those of Crete, the Hittites, Persia, and the Indus Valley. Secondary attention will be given to ancient Near Eastern art and architecture, religion, and literature (in translation).

Mr. Bugbee

254 History of the Middle East under Arab Influence

Commencing with the career of Mohammed, deals with the history of the Middle East, North Africa, Spain and, to some extent, India under the impact of Islam. Emphasis will be placed upon the Arab Conquest and the early, formative centuries of Islamic civilization, as well as upon developments—especially under the influence of the West—since 1798. Secondary attention will be given to Islamic art and architecture, religion, literature, and philosophy.

Mr. Bugbee

300 Historical Method

A course designed for history majors which introduces the student to the techniques of historical investigation, deals with the nature of history, and examines the relation of history to other fields of study. It also surveys the history of historical writing. *Prerequisites:* Two courses in history.

Mr. Glatfelter

311, 312 Medieval Europe

A survey of the period from the breakdown of Roman institutions in the West to about 1050, with special emphasis on the role of the Church, the Carolingian age, the Viking invasions, the establishment of the German Empire, and the beginnings of the struggle between Empire and Papacy in 311. History 312 deals with the central theme of the rise of a distinct Medieval civilization and the emergence of the Western monarchies. Some attention is given to the civilization of Byzantium and Islam. Not offered every year.

Mr. Fick

313 Renaissance and Reformation

Beginning about 1300, treats the gradual decline of Medieval civilization and the emergence of new concepts and movements, the major theme being the transition from "Medieval" to "Modern". It ends about the middle of the sixteenth century with the establishment of Protestantism and the strong movement of reform within the Roman Church. Not offered every year.

Mr. Fick

314 Age of Absolutism

Beginning with the sixteenth century wars of religion, continues with a study of the Habsburgs' failure to dominate Europe, the Thirty Years' War, the emergence of France to predominance, the development of the absolute state and "enlightened despotism," and the rise of new powers by 1700. Considerable attention is given to economic, cultural, and social developments of the period, with some aspects of the eighteenth century discussed. Not offered every year.

Mr. Fick

315 Age of the French Revolution

Following a general survey of political, economic, social, and intellectual currents in Europe on the eve of the French Revolution considers developments in France and the rest of Europe between 1789 and 1815. Not offered every year.

Mr. Crapster

317 Europe 1848-1914: Nationalism, Industrialization, and Democracy

After a survey of European developments of 1815-48, studies the Revolutions of 1848, industrialization and urbanization, the unification of Germany and Italy, state-building and the development of democratic institutions, dissident movements, and international affairs leading to the First World War. Not offered every year.

Mr. Fick

318 Europe and Two World Wars

Studies selected aspects of European history from the outbreak of the First World War in 1914 to the end of the Second World War in 1945.

Mr. Crapster

319 Europe Since 1945

Perspectives on Europe since 1945: reconstruction, nationalism, European integration, the American presence, the Cold War, the role of the state, with consideration of the reflection of these in culture and society.

Mr. Crapster

321 Modern China

A study of Chinese history since the Opium War of the nineteenth century, with emphasis on the Nationalist and Communist revolutions. Not offered every year.

Mr. Stemen

326 Russia in the Nineteenth Century

Beginning with the Napoleonic period and ending with the Russian Revolution of 1917, traces the growth of revolutionary movements and ideas in nineteenth century Russia. Investigation of political, economic, and social conditions with some use of Russian literature is included. Not offered every year.

Staff

331 American Constitutional History

After a brief look at European backgrounds and the political thought and practice of Britain's North American colonists, considers the development of American constitutional theory and institutions as revealed by legislation, executive policy, and judicial decisions on federal and state levels.

Mr. Forness

332 American Diplomatic History

The foreign relations of the United States since the American Revolution, with emphasis on the twentieth century.

Mr. Stemen

335, 336 American Social and Cultural History

Traces America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture. Beginning with the American Revolution, History 335 covers the period to the Civil War. History 336 continues from that period to the present. Not offered every year.

Mr. Forness

341 Colonial America

Commencing with the European background and the Age of Exploration before considering the settlement of North America, stresses political and constitutional developments to 1763, with attention to European rivalries, mercantilism, and attempts to achieve intercolonial unity. Colonial art, architecture, and the American Indian are also discussed.

Mr. Bugbee

342 Age of the American Revolution

Begins with a review of colonial beginnings, followed by the French and Indian War, which set the stage for the disruption of the old British Empire. It traces the road to revolution and independence, the war itself, the Confederation experiment, and the impetus which led to the Federal Constitution of 1787. Political and constitutional developments are emphasized.

Mr. Bugbee

343 Jeffersonian-Jacksonian Era

Covering the period from the 1790's to the Mexican War, treats the development of American national life and sectional interests under such influences as Jefferson's agrarian republicanism and the new democratic movements of the Jacksonian period. Not offered every year.

Mr. Forness

345 Civil War

The trauma of America from the end of the Mexican War to Appomattox, moral judgments in history, political culture, economic interests, diplomacy, and war are at the focus of this course. Credit may not be received for both History 345 and History 351.

Mr. Boritt

346 Post-Civil War America

The study of an America attempting to reconstruct itself, from 1865 to the 1890's. The focus is on the short and long range effects of the Civil War.

Mr. Boritt

348 Early Twentieth Century America

Deals primarily with the major political, economic, and social developments in the United States from about 1900 to 1945. Some attention is given to the role of the United States in the world during this period.

Mr. Glatfelter

349 The United States Since 1945

Deals with the major political, economic, and social developments in the United States since 1945, and with the demands made upon the United States as a leading world power.

Mr. Glatfelter

Senior Research Seminars:

401 England in the 1880's

Mr. Crapster

402 Tudor England

Mr. Fick

403 The Negro in Modern Urban America

Mr. Forness

404 Founders of the United States

Mr. Bugbee

405 The U.S. in the 1890's

Mr. Glatfelter

406 Historical Development of the American Presidency

407 Diplomacy of the Truman Administration

Mr. Stemen

409 European Diplomacy in the Age of the Baroque

Mr. Fick

410 Abraham Lincoln

Mr. Boritt

Individualized Study

An individual tutorial, research project, or internship requiring the permission of an instructor who will supervise the project. The instructor can supply a copy of the statement of departmental policy regarding grading and major credit for different types of projects. Either term.

Staff

Interdepartmental Studies

Professor Pickering (*Chairperson*)

Adjunct Assistant Professors M. Baskerville and J. Gemmill

Adjunct Instructor L. Lindeman
Lecturers Jones and Nordvall

The Committee on Interdepartmental Studies offers courses and coordinates specialized interdepartmental programs. The Committee bears responsibility for identifying and encouraging interest in Interdepartmental Studies courses and programs, such as Asian Studies, American Studies, and Medieval and Renaissance Studies. (See pages 94-95)

Among the opportunities for Interdepartmental Studies is the Special Major: a student, with the consent of two supervising faculty members from different departments, may design a coherent program of at least eight courses focusing on a particular issue or area not adequately

included within a single department. It may be based on any grouping of courses drawn from any part of the curriculum so long as the proposed major is coherent, serves a carefully defined purpose, and includes at least six advanced courses. The Committee on Interdepartmental Studies has final responsibility for approving Special Majors. (See page 26)

By nature of their objectives and content, Interdepartmental Studies courses cross the lines of departments and specialized disciplines. For example, some of these courses attempt to provide the common body of knowledge traditionally associated with a liberal education; others attempt to integrate the understanding of different kinds of subject matter; and still others combine methodologies from diverse departments and disciplines.

101, 102 Ideas and Institutions of Western Man

Introduces the student to an interdisciplinary study of the problems of contemporary Western civilization through the study of documents illustrating the ideas and institutions of Western man since the Medieval period, with some attention to the Classic-Judaic beginnings. Students study characteristic ideas and institutions affecting economic, political, and religious developments from the Middle Ages and Renaissance through the twentieth century. Fulfills distribution requirement in history, philosophy, or religion.

Staff

103, 104 Literary Foundations of Western Culture

A study of selected major literary achievements of Western culture regarded as philosophical, historical, and aesthetic documents including authors ranging from Homer and Plato through St. Augustine and Dante to Shakespeare, Milton, and Goethe. By means of reading and discussing complete works of literature the student is introduced to those humanistic skills that have traditionally distinguished the liberally educated person. Fulfills distribution requirement in literature.

Staff

111, 112 Ideas and Events Behind the Arts

An introductory study of the visual arts from prehistoric times to the twentieth century. An attempt will be made to investigate change in the arts as social, political, and even natural events have stimulated response in the style and function of painting, sculpture, and architecture. While an understanding of the contextual role of art is considered important, there will also be emphasis upon an understanding of the individual work of art in terms of aesthetic analysis of form and content. Fulfills distribution requirement in art, music, creative writing, or theatre arts.

Ms. Small

206 Byzantine Civilization

An introduction to the civilization which radiated from Constantinople, the capital of the Roman Empire from 330-1453 and a major link between eastern and western civilizations for 1,000 years. Its legacies include Roman Law, a controlled economy, the icon, church councils, military science, the bureaucracy, and classical learning. A movie, slides, and a field trip enhance class discussions and lectures. Fulfills a distribution requirement in history, philosophy, or religion. Can be counted toward a religion major.

Mr. Trone

211 Perspectives on Death and Dying

A study of death and dying from a variety of perspectives: psychological, medical, economic, legal, and theological. Dignity in dying, what happens after death, euthanasia, body disposal, and other such problems are examined. Fulfills distribution requirement in history, philosophy, or religion. May be counted toward a religion major.

Mr. Moore

213 Woman in the Ancient World

An investigation of the role/s of woman as reflected in the myths, legends, epics, law codes, customs, and historical records of the Sumerians, Babylonians, Egyptians, Hebrews, Greeks, and Romans. The relevance of some of this for contemporary roles and problems is also examined.

Mr. Moore

227, 228 Civilization of India

First course: cultural developments from Indus Valley Civilization to coming of Muslims, with emphasis on Buddhism, evolution of Hinduism, and their representation in art and literature; second course: historical factors underlying Hindu-Muslim antagonism as well as contemporary political and economic problems. Fulfills distribution requirement in history, philosophy, or religion and the distribution requirement in Non-Western culture. Alternate years. Offered 1982-83.

Ms. Gemmill

235 Introduction to African Literature

A survey in English of modern sub-Saharan African literature. After an introductory section on background and the oral tradition, the course will treat the primary themes of this writing, many of which bear the stamp of the colonial experience and its aftermath. Representative novels, plays, and poetry will be read and discussed for their artistic value and cultural insights. Short papers, mid-term and final examinations are required. Fulfills distribution requirement in literature and the distribution requirement in Non-Western culture. Alternate years. Offered 1982-83.

Mr. Michelman

237, 238 Literature of India

Study of major Indian literary works in transition. First course: Vedic hymns, major epics, Sanskrit drama, Gupta love poetry and political fables. Second course: Tamil epic and lyrics, devotional poetry, Islamic literature, the modern novel. Complete works read from the standpoint of religion, history, and aesthetics, using criticism from Western and Indian sources. Fulfills distribution requirements in literature or in Non-Western culture. Alternate years. Offered 1983-84.

Ms. Gemmill

240 Energy Production and Use

Presents physical laws and concepts related to energy production and use. Both renewable and non renewable energy sources are studied. Topics include fossil fuels, nuclear power, solar energy, and other alternative energy technologies. Emphasis is also placed on the environmental and economic implications of energy use.

Mr. Cowan

244 Introduction to American Folklore

An introduction to folkloric theory and method, followed by a survey of the various types of folklore in America: myths, tales, ballads, music, art, games, et cetera. The course evolves through lectures, discussion of readings, and student reports, culminating in each student investigating in some depth one aspect of American folklore. Alternate years. Offered 1982-83.

Mr. Locher

246 American Humor

A tracing of the American comic spirit from its purely literary and imported beginnings to its multi-media manifestations today, attempting to isolate its distinctively American characteristics. Its ties to society and politics will be stressed. In addition to reading and discussing assigned texts, each student will be asked to research, analyze, and report on one American creator of humor. Alternate years.

Mr. Locher

250 Criminal Justice

Overview of the criminal justice system in the United States and role in that system of features such as police, attorneys, trials, and prisons. Major United States Supreme Court cases are read to illustrate the nature of legal reasoning and criminal justice problems.

Mr. Nordvall

301, 302 Literature of Modern Western Culture

Continues the study of major literary documents into the nineteenth and twentieth centuries. Novels, dramas, and short stories are discussed as artistic structures and are seen in their relationship to modern culture. Representative writers include the French and Russian realists, James, Joyce, Kafka, Mann, Camus, Albee, and Dickey. Fulfills distribution requirement in literature.

Messrs. Lindeman and Loose

312 Theology and Literature

Critical reading of representative theological writings and novels of the Modern Period to bring into focus dominant religious ideas influencing Western culture since 1800. Theologians and novelists include Kierkegaard, Dostoyevsky, R. Niebuhr, Conrad, Faulkner, Tillich, Camus, Wieman, West, and Hemingway. Fulfills distribution requirements in literature or in history, philosophy, or religion; may count toward religion major.

Mr. Loose

320 Human Sexual Behavior

Discussion of bisexual, sociosexual, and psychosexual development in a cultural-behavioral setting. Resources from a variety of disciplines will be discussed as they relate to the present day social-sexual milieu. Seminar format. In-depth research investigation required.

Mr. Jones

401 Senior Scholars' Seminar: The Future of Man

Seminar for selected senior students addressing an important contemporary issue affecting the future of man. The approach to this issue is multi-disciplinary. Authorities of national stature are invited to serve as resource persons, and a final report is published by the seminar participants. The seminar carries credit for two courses and must be taken in the fall and January terms. Interested students should consult page 33 of this catalogue for admission criteria.

451 Individualized Study: Tutorial in Interdepartmental Studies

461 Individualized Study: Research in Interdepartmental Studies

Special Interdepartmental Programs

Asian Studies

Gettysburg College offers a number of courses for students wishing a sound introduction to Asian culture as part of the liberal arts curriculum. Each Asian Studies course fulfills some distribution requirement. These courses are presented by members of various departments, persons with interests and competence in Asian Studies. A student may construct a Special Major with concentration in Asian Studies. Students wishing to prepare for advanced work in Asian Studies will be interested in the following course combinations supplemented by off-campus Language and Area Study programs to which the College has access:

1. An introduction to South Asia including Civilization of India and religions of South Asia.
2. An introduction to East Asia including History of East Asia and such courses as Religions of East Asia and West Asia and Modern China.

3. The Consortium exchange program by which students may take selected courses dealing with East Asia or South Asia at Dickinson or Franklin & Marshall Colleges.
4. Any two-term sequence of courses in Asian Studies taken at Gettysburg followed by an intensive senior year of work in an Asian language and area courses at the University of Pennsylvania.
5. An arrangement whereby students may study in India for academic credit through programs offered by Associated Colleges of the Midwest and the University of Wisconsin (summer plus a full year) or the School for International Studies and the University of Virginia (one semester). Interested students should consult Dr. Janet Gemmill, Adjunct Assistant Professor of Interdepartmental Studies, for further information.

Asian Studies Courses

IDS 227, 228 Civilization of India

IDS 237, 238 Literature of India

History 221, 222 History of East Asia

History 223 United States Relations with East Asia

History 321 Modern China

Religion 241 The Religions of South Asia

Religion 242 The Religions of East Asia and West Asia

American Studies

Gettysburg College offers a variety of courses analyzing American life and thought, thereby providing students with many opportunities for creating Special Majors in American Studies. Such majors may emphasize behavioral analyses, historical perspectives, literary and artistic dimensions, or coherent combinations of such approaches as they are reflected in courses from several departments. For example, Special Majors could be designed in the areas of early American culture, modern American social stratification, ethnicity, and politics in twentieth-century America, or the religious and economic values of the American people. Students should seek assistance in planning an American Studies Special Major from faculty members who teach courses in these areas or from the Committee on Interdepartmental Studies.

Course offerings suitable for Special Majors in American Studies are found under many departmental listings. In addition to courses described in this catalogue, the January Term catalogue lists many courses offered by a variety of departments or as interdepartmental courses. Such courses may also be applicable to special interdepartmental programs.

Medieval and Renaissance Studies

Through the curricular offerings of eight academic departments and the Interdepartmental Studies Program, the College makes available a wide range of courses that deal with the civilization and culture of the Medieval and Renaissance eras. Those eras laid the foundations for many modern ideas and values in the fields of literature, history, religion, political theory, music, art, science, technology, commerce, mathematics, and law. For many students concerned with a more realistic understanding of the rich heritage derived from the Medieval and Renaissance world, the vitality and creative energy of those eras hold a special fascination and add new dimensions for comprehending contemporary issues.

Faculty members teaching courses in these areas are organized as the Council on Medieval and Renaissance Studies in order to facilitate scholarship and course development, to provide a forum for the discussion and promotion of ideas and common interests, to encourage Special Majors, and to sponsor visits by students and faculty to museums and cultural centers in New York, Philadelphia, Baltimore, and Washington. The Council has also been active in sponsoring distinguished visiting lecturers and performances of medieval music and drama. Special majors in this area might deal with the medieval church and the arts, medieval literature and philosophy, or the ideological and institutional revolutions of the Renaissance. Students should seek assistance in planning such Special Majors through the Council on Medieval and Renaissance Studies, Professor George H. Fick, History Department, Director.

Medieval and Renaissance Studies Courses

Art 111 Ideas and Events Behind the Arts

Art 203 Italian Painting, 1300-1600

Art 205 Northern European Painting, 1400-1700

Art 215 History of Architecture and Sculpture to 1750

Classics: Latin 306 St. Augustine

English 302 History of the English Language

English 331 Mediaeval Literature

English 334 Renaissance Literature

English 362 Chaucer

English 365, 366 Shakespeare

English Theatre Arts 203 History of the Theatre

History 203 History of England

History 311, 312 Medieval Europe

History 313 Renaissance and Reformation

IDS 101 Ideas and Institutions of Western Man

IDS 103, 104 Literary Foundations of Western Culture

IDS 206 Byzantine Civilization

Music 312 History of Medieval, Renaissance, and Baroque Music

Philosophy 303 History of Philosophy: Classical Philosophy

Philosophy 304 History of Philosophy: Medieval and Early Modern

Religion 121 Church History: To the Eighth Century

Religion 122 History of the Medieval Church

Spanish 305 History of Spanish Literature: Origins to 1700

Latin—See Classics

Mathematics

Professors Fryling and Holder (*Chairperson*)
Associate Professors Flesner, Kellett, and Leinbach
Instructor Cluck

Overview

A knowledge of mathematics is an essential part of what is meant by a liberally educated person. Mathematics is both an art and a science. It possesses an inherent beauty and exhibits a precision and purity of expression not found to the same degree in any other discipline. Beyond its intrinsic value, mathematics is indispensable in the physical sciences and is occupying a position of increasing importance in the social sciences as well. This applied aspect of mathematics has been dramatically enhanced with the advent and rapid development of the high speed electronic digital computer. It is important that mathematics majors as well as other students who will apply mathematics learn how to use this powerful problem solving tool.

The mathematics curriculum provides a foundation for students who will specialize in mathematics or in fields which utilize mathematics. By a careful selection of courses a student can prepare for graduate study in mathematics, for secondary school teaching, or for a career in applied mathematics. The curriculum also provides courses appropriate for liberal arts students who wish to gain an appreciation of mathematics.

Requirements and Recommendations

The Department offers two programs, one in *Mathematics* and one in *Mathematical Sciences*. Both programs build on a basic core of courses required of all majors. This core consists of the following five courses:

Math 111-112:	Calculus of a Single Variable
Math 211:	Multivariable Calculus
Math 212:	Linear Algebra
Math 234:	Introduction to Modern Algebra

Advanced placement in the calculus sequence Math 111-112, 211 is possible for those who have scored sufficiently high on the Advanced Placement Examination. Such placement will be determined by the Department Chairperson in accordance with College policy (see page 134).

The Program in Mathematics

This program is recommended for students planning graduate study in mathematics, for students planning careers as secondary school teachers of mathematics, and for students who wish to gain an appreciation of the power and beauty of mathematics within a liberal arts context.

Requirements (non-teaching objective):

Core, plus Math 313, plus six other 300-level mathematics courses.

Requirements for Teacher candidates:

Core, plus Math 313, 343, Ed304, and three other 300-level mathematics courses.

It is recommended that students planning graduate study in mathematics take Math 333, 365, and one or more of the courses offered as Selected Topics, Math 381, 382.

The Program in Mathematical Sciences

The Mathematical Sciences include applied mathematics in the physical sciences, computer science, operations research, statistics, and actuarial science. This program provides introductory courses in each of these fields and a foundation for more specialized future study. Applications of mathematics in the social sciences involve statistics, operations research, and the computer.

Requirements:

Math core, plus 357-358, Computer Studies 211, and one course from Math 262, 362, and 363. In addition, the student will elect three other mathematics or computer studies courses at the 200- or 300- level.

Recommendations for course electives in each field are:

Physical Science: Math 363 or 365, 364, 366
Computer Science: Computer Studies 216, 311, 322;
Math 360, 365, 366
Operations Research: Math 262, 359, 362
Statistics: Math 359, 360, 362
Actuarial Science: Math 359, 360, 366

Students who plan graduate study in any of the mathematical sciences should also take Math 313.

It is recommended that mathematics majors fulfill their science distribution requirement by taking Physics 111, 112, since these courses especially enhance the calculus.

Mathematics majors in either of the two programs are encouraged to pursue in some depth an allied field in which mathematics can be applied. Applications of mathematics in the physical sciences have long been recognized, and in these fields the importance of mathematics continues to grow. To an increasing extent mathematics also is being employed in the social and life sciences, especially in biology, in economics, in psychology, in sociology, and in certain aspects of medicine. A secondary concentration in any one of these fields provides a useful supplement for a mathematics major although mathematics students can, of course, join the study of mathematics with a concentration in any of the areas of study offered by the College. To further encourage such collateral study, permission may be granted to substitute one course from an allied field for a mathematics elective in either program. Such a course must employ mathematics at an advanced level, and be approved in advance by the Mathematics Department. This option is not open to majors preparing for teaching certification.

A minor in mathematics consists of six courses, including Math 211-212 and at least two other 200- or 300-level mathematics courses.

Knowledge of the Computer

Because of the importance of electronic digital computers in almost every aspect of applications of mathematics, it is essential that students majoring in mathematics become acquainted at an early stage with the potential as well as the limitations of computers. Each student should develop facility in algorithmic thinking and the use of the computer as a tool in problem solving. In order to accomplish this goal, Mathematics 111-112 provides an introduction to a programming language during weekly computer periods in which problems related to the calculus are carried out. Mathematics 211, 212 and several higher level courses in mathematics offer further experience in computing.

101 College Algebra

Course includes a review of basic algebraic concepts as well as more advanced topics, including the notion of a function; linear, quadratic, polynomial, rational, exponential, and logarithmic functions; systems of equations; matrices and determinants, sequences and series. Applications will be drawn from a wide variety of fields.

Staff

107 Applied Statistics

Designed for students in the Biological and Social Sciences. Topics include descriptive statistics, fundamentals of probability theory, hypothesis testing, correlation, regression, and analysis of variance. An important aspect of the course is a laboratory period in which students learn how to do a statistical study using a statistical package on the computer. Credit may not be granted for Mathematics 107 and Economics 241. Three lecture hours and two laboratory hours per week.

Staff

108 Applied Calculus

Designed for students in the Biological and Social Sciences. The major concepts of this course include differentiation and integration of algebraic, logarithmic, and exponential functions. Applications appropriate to the disciplines cited above will be emphasized. Credit may not be granted for Mathematics 108 and Mathematics 111. *Prerequisite:* Proficiency in algebra at the level of Mathematics 101.

Staff

110 Introductory Analysis

Preparation for the study of calculus. Topics include: review of algebra and trigonometry, elementary functions, and basic concepts of calculus. This course together with Mathematics J 21 (Calculus and the Computer) will provide adequate preparation for Mathematics 112.

Staff

111-112 Calculus of a Single Variable

Differential and integral calculus of one real variable. Topics include introduction to limits, continuity, the derivative, the definite integral, sequences, series, and elementary differential equations. Both theory and applications are stressed. Course includes an introduction to computer programming and weekly computer assignments in which problems relating to calculus and the computer are carried out. No prior experience with calculus or computing is assumed. Four lecture hours each week. *Prerequisite:* Proficiency in precalculus mathematics at the level of Mathematics 110.

Staff

117-118 Calculus and Matrix Algebra

Aspects of calculus and matrix algebra which are most important in economics and business administration. Both single and multivariable calculus will be studied, with particular emphasis placed on maximization and minimization problems with constraints for functions of several variables. Additional topics will be selected from differential and difference equations, and linear programming. Credit may not be granted for more than one of the following courses: Mathematics 108, 111, 117. *Prerequisites:* Proficiency in algebra at the level of Mathematics 101 and Economics 101 or concurrent registration.

Mr. Kellett

180 Basic Concepts of Elementary Mathematics

Designed for future elementary teachers who are sophomores and above and have been approved for admittance into the program for elementary certification. Topics include the number system, different bases, number line, use of sets, principles of arithmetic, introduction to geometry and algebra. The course is also offered in the January Term as J 18.

Mr. J. T. Held

211 Multivariable Calculus

Vectors, vector functions, function of several variables, partial differentiation, optimization, multiple integration, transformation of coordinates, line and surface integrals, Green's and Stoke's theorems. Computer projects in multivariate calculus are included. *Prerequisite:* Mathematics 112. Four lecture hours per week.

Staff

212 Linear Algebra

Systems of linear equations, algebra of matrices, determinants, abstract vector spaces, linear transformation, eigenvalues, and quadratic forms. Selected applications of computer projects in linear algebra are included. *Prerequisite:* Mathematics 112 or permission of instructor. Four lecture hours per week.

Staff

234 Introduction to Modern Algebra

A study of selected topics in modern algebra such as the development of number systems, set theory, algebraic systems, including groups, rings, and fields. *Prerequisite:* Mathematics 112.

Mr. Kellett

262 Mathematical Modeling

An examination of the philosophy of mathematical modeling, the assumptions underlying some mathematical models, and the results of these models. In addition to studying the theory of modeling, the student will participate in the model building process by using information from the Physical, Biological, and Social Sciences. *Prerequisite:* Mathematics 112.

Mr. Leinbach

313 Mathematical Analysis

Provides both a rigorous treatment of the concepts studied in elementary calculus and an introduction to more advanced topics in analysis. Among the topics studied are: the real number system, elements of set theory, introduction to metric space topology, limits and continuity, derivatives, sequences and series, uniform convergence, and the Riemann integral. *Prerequisite:* Mathematics 234.

Mr. Holder

333 Algebraic Structures

A study of the basic structures of modern abstract algebra, particularly groups, rings, fields, and linear algebra. *Prerequisite:* Mathematics 234. Alternate years. Offered 1982-83.

Mr. Flesner

343 Topics in Geometry

A brief introduction to the history of the development of geometries from Euclid to the present, with emphasis on the significance of non-Euclidean geometries. Topics from projective geometry and its subgeometries, from affine to Euclidean. *Prerequisite:* Mathematics 212.

Staff

357-358 Mathematical Statistics and Probability

Probability, frequency distributions, sampling theory, testing hypotheses, estimation, correlation and regression, small sample distributions, and applications. *Prerequisites:* Mathematics 211, 212.

Mr. Fryling

359 Stochastic Processes

Includes the principles of probability, both for discrete and continuous distributions. The Poisson and exponential distributions will be emphasized with applications to birth-death and queueing processes. Other topics included are: Markov chains, random walks, and Gaussian processes. *Prerequisites:* Mathematics 357, 358. Alternate years. Offered 1982-83.

Mr. Fryling

360 Linear Statistical Models

Designed to develop an understanding of both the underlying theory and the practical problems which are encountered using linear statistical models for regression, analysis of variance, and experimental design. *Prerequisite:* Mathematics 358, may be taken concurrently. Alternate years.

Mr. Kellett

362 Introduction to Operations Research

A study of techniques and tools used in mathematical models applied to the biological, management, and social sciences. Topics selected from the following: optimization, game theory, linear and non-linear programming, dynamic programming, transportation problems, and network analysis. The computer will be used extensively. *Prerequisites:* Mathematics 211 and 212, or 118 and 174.

Mr. Leinbach

363-364 Applied Mathematical Analysis

Series solutions of differential equations, the Bessel and Legendre equations, orthogonal functions, Sturm-Liouville systems, Fourier series, partial differential equations of physics, boundary value problems, special functions, topics from complex variable theory. *Prerequisites:* Mathematics 211, 212 or permission of instructor.

Messrs. Holder and Mara

365 Differential Equations

Theory and application of ordinary differential equations. Topics include: first order equations, linear equations of second and higher order, systems of equations, power series solutions, and numerical methods. Applications will be considered from both the physical and non-physical sciences. *Prerequisites:* Mathematics 211, 212.

Messrs. Holder and Flesner

366 Numerical Analysis

Numerical techniques of solving applied mathematical problems. A heavy emphasis is placed on the interrelation with these techniques and the digital computer. Topics to be covered are numerical solutions of systems of equations, the eigenvalue problem, interpolation and approximation, and numerical solutions to differential equations. Although emphasis is placed on the numerical techniques, consideration will also be given to computational efficiency and error analysis. *Prerequisite:* Mathematics 212.

Mr. Leinbach

381, 382 Selected Topics

Study of some advanced phase of mathematics not otherwise in the curriculum. The subject matter and the frequency of offering the course will be dependent on student interest. Some possible areas for study are: point set topology, combinatorics, graph theory, partial differential equations, differential geometry, complex variables, and number theory. *Prerequisite:* Permission of instructor.

Staff

Individualized Study

Pursuit of topics of an advanced nature by well qualified students through individual reading, under the supervision of staff members. *Prerequisite:* Permission of the department chairperson.

Staff

Military Science

Army ROTC: Military Science

Professor Karsteter (*Chairperson*)

Assistant Professors Heincer and Olson

Assistant Instructors Harris, Lee, and Purnsley

Overview

The Department of Military Science offers courses which develop a student's ability to organize, motivate, and lead others.

The freshman and sophomore years of military science are referred to as the Basic Course. There is no military obligation connected with enrollment in the courses offered. Completion of the Basic Course or credit for the Basic Course is required for entrance into the Advanced Course.

The junior and senior years of military science are referred to as the Advanced Course. Men and women enrolled in this course agree to a military service obligation. The active duty obligation is normally 3 years but can be as little as 3 months. This obligation should be investigated on an individual basis with a Military Science Department instructor. Students enrolled in the Advanced Course receive \$100.00 per month during the school year.

Advanced Course graduates are commissioned Second Lieutenants in the US Army, the Army Reserve, or the Army National Guard. In addition, Advanced Course graduates may also obtain educational delays from active duty for graduate studies and may qualify for such study at government expense.

The Military Science program offers a 4-year and a 2-year program for commissioning:

a. The 4-year program—

1. A college freshman enters the ROTC program during the fall semester of the freshman year and continues in the program through the senior year.
2. A freshman or sophomore may enter the program either during the second semester, freshman year or the first semester, sophomore year, and through compression of the military science courses, be eligible to enter the Advanced Course at the beginning of the junior year.

b. The 2-year program—

1. Successful completion of a six-week Basic Camp during the summer between sophomore and junior years can qualify individuals for placement in the Advanced Course at the beginning of the junior year.
2. Veterans and those who have received military training in high school, in college ROTC, or at a service school may be granted credit for the military science Basic Course and be eligible to enter the Advanced Course.

ROTC scholarships are offered on a competitive basis. Eligible students may apply for one, two or three-year scholarships which pay full tuition and textbook expenses plus \$100.00 per month.

Requirements and Recommendations

MS 101, 102, 201, and 202 are open to all freshmen and sophomores and incur no military obligation. MS 101 completion is a prerequisite for the other courses. MS 301, 302, 311, and 312 are open to those junior and senior students who have entered the Advanced Course and are seeking a commission in the US Army. These courses must be taken in sequence. Interested juniors and seniors not seeking a commission may enroll in the 300 level courses with the permission of the Department Chairperson.

101 Introduction to Military Science

Study of the organization of the Army and ROTC, the military as a profession, customs and courtesies of the service, a survey of the U.S. defense establishment, and introduction to leadership through practical exercises.

¼ Course Credit

102 Evolution of the National Security Structure

Study of the formulation of National security policies and procedures and their effect on policy, power, and strategy of the military establishment.

¼ Course Credit

201 American Military History I

Study of the development of American military institutions, policies, experience, and traditions from colonial times to the Civil War.

¼ Course Credit

202 American Military History II

Study of the development of American military institutions, policies, experience, and traditions from the Civil War to the present.

¼ Course Credit

301 Advanced Military Science I

Study of the principles of leadership and their application in both a military and non-military environment.

1 Course Credit

302 Advanced Military Science II

Study of military operations involving various elements of the army, to include small unit tactics. The student learns through practical exercises the basic principles of handling tactical units in combat.

1 Course Credit

311 Advanced Military Science III

Seminar-lecture with primary emphasis on analysis of national power in four countries. Aspects of American national power and its influence on US foreign policy are also addressed. The current military organization of the battalion and the brigade, military law, the Soviet threat, and a world events seminar are included.

1 Course Credit

312 Advanced Military Science IV

Seminar-lecture primarily designed to prepare the student for commissioning. Military problem solving techniques, speaking and writing skills, and current military issues are addressed. The obligations and responsibilities of an Army officer are also stressed.

1 Course Credit

Leadership Laboratory

All ROTC cadets participate in a professional development laboratory on Tuesday afternoons each semester. This laboratory period is designed to provide an understanding of the fundamental concepts and principles of Military Science and an opportunity to develop leadership and management potential. Students will develop skills in Mountaineering, Survival, and Orienteering.

Music

Professor Weikel

Associate Professors Belt, Getz, Nunamaker, and Zellner
(Chairperson)

Assistant Professors Finstad, M. Matsinko, Medcalf, and
Mumford

Instructor Powers

Adjunct Assistant Professors T. Bowers, M. Hook, C.
Matsinko, and Thurmond

Adjunct Instructor Wastler

Overview

The Music Department endeavors to introduce students to the historical significance of Western Music so that they have an understanding of their musical heritage and some knowledge of current musical trends. Supporting this historical knowledge is acquaintance by students with the basic elements of music (harmony, counterpoint, and form) and discovery of their own abilities through direct contact with, and creative manipulation of, such material. The music curriculum also involves the student in an intensive study of applied music. This encompasses two aspects: individual and group (or ensemble) experience. In the practice room, studio, and recital hall the student has an opportunity to refine the techniques for musical performance. In the ensemble the individual must work within a larger social context to achieve a common musical goal. The program also provides courses for the student who plans to enter the field of music education. These offerings are based on competencies prescribed by the Pennsylvania Department of Education. The Music Department offers programs leading to a Bachelor of Arts degree with a major in music and a Bachelor of Science degree with a major in music education.

Requirements and Recommendations

The Department requires an audition of all candidates proposing to major in music or music education. Appointments for such auditions should be made through the College Admissions Office. Requirements for a major in music leading to a Bachelor of Arts degree consist of twelve full courses (Music 141, 142, 241, 242, 341, 342, 312, 313, 314, 205, 206, and 456) plus seven quarter-courses in the student's major applied area. The major must also participate for four years in an authorized ensemble and present a recital in the senior year.

Music majors in the elementary education program must meet the same requirements as the B.A. candidate with the exception of courses 341 and 342.

The successful completion of the program leading to the Bachelor of Science degree in music education (see page 38 satisfies the Certification requirements for teaching music in elementary and secondary schools.

Distribution Requirements

The distribution requirement in art, music, creative writing, and theatre arts may be fulfilled by one of the following: Music 101, 103, 104, 105, 107, 109, 312, 313, 314, and certain designated January Term courses.

Performing Ensembles

All College students are eligible to audition for College Choir, Chapel Choir, Women's Chorus, Band, and Orchestra. Band members are eligible to audition for Jazz Ensemble, Brass Ensemble, Percussion Ensemble, and Clarinet Choir. Music majors and choir members are eligible to audition for the Chamber Choir. Auditions for all groups are held at the beginning of the school year or at other times by appointment.

101 Introduction to Music Listening

A consideration of the principal music forms against the background of the other arts. Intensive listening is an essential part of the course. Repeated spring term.

Messrs. Belt and Powers

103 The Symphony

The standard symphonic repertoire presented through listening. Attention will be given to stylistic changes in that music from the classic to the romantic and contemporary periods.

Mr. Belt

104 Opera

Study of standard operatic works. These are listened to and discussed as examples of drama and music.

Mr. Finstad

105 Introduction to Contemporary Music

Study of the major trends in twentieth century music with emphasis on the music of Debussy, Stravinsky, Schoenberg, Bartok, and the Avant Garde composers. This course is designed for students with some musical background.

Messrs. Belt and Powers

107 Music of the Romantic Era

Study of the philosophical background for nineteenth century music and its stylistic features. Extensive listening will be done in the areas of orchestral, vocal, and chamber music.

Mr. Nunamaker

109 Baroque Music

Study of Baroque music with some emphasis on stylistic comparisons with Baroque art and architecture. Included will be a brief background of the classical style of the Renaissance as a basis for contrast to the romantic style of the Baroque.

Mr. Belt

141 Theory I

Fundamentals of basic theory, notation, and nomenclature; introduction to writing skills; basic analytic technique; melodic analysis; correlated sight-singing and aural perception skills.

Mr. Getz

142 Theory II

Continuation of writing skills; analysis and writing of chorales; correlated sight singing and aural perception skills; keyboard harmony.

Messrs. Weikel and Getz

241 Theory III

Study of the common practice period; extensive written and analytic projects; study of musical structure through small forms; correlated sight singing and aural perception skills.

Mr. Weikel

242 Theory IV

Study of late romanticism to the present day by means of analytic and written projects. Correlated sight-singing, aural perception skills, and keyboard harmony are included.

Mr. Weikel

341 Theory V

Instruction in transposing, arranging, and coloring for the various instruments. A study of the ranges and characteristics of string, wind, and percussion instruments (with emphasis on written projects for the laboratory ensemble) is included.

Mr. Powers

342 Theory VI

Study of the structural organization of music. Included will be the analysis of the larger forms of composition drawn from the standard literature of the eighteenth to twentieth centuries.

Mr. Weikel

205 Choral Conducting

Development of a basic conducting technique. Emphasis is placed upon the choral idiom including vocal problems and tonal development, diction, rehearsal procedures, interpretation, and suitable repertoire for school, church, and community.

Mr. Getz

206 Instrumental Conducting

Continued development of conducting skills and score. This involves interpretation, musical styles, balance, intonation, rehearsal procedures, and suitable repertoire for large and small ensembles.

Mr. Zellner

J 22 Principles and Procedures of Teaching Music in Elementary School

Study of the methods and materials of teaching music in the elementary grades. Various approaches to guiding pupils in perception of, reaction to, and evaluation of musical experience are included.

Mr. Finstad

303 Sixteenth-Century Counterpoint

Introduction to the contrapuntal technique of the sixteenth century through the study of plainsong and early motets. Composition in the small forms is a part of the course.

Mr. Weikel

304 Eighteenth-Century Counterpoint

Introduction to the contrapuntal style of the eighteenth century and an analysis of the baroque forms with attention to linear motion and fundamental harmonic progression. Composition in the various forms is required.

Mr. Weikel

312 History of Medieval, Renaissance, and Baroque Music

Study of the major forms and styles of music and composers from the pre-Christian era through the eighteenth century. Extensive use of musical examples and recordings is included.

Mr. Nunamaker

313 Music in Classic and Romantic Periods

Study of the principal stylistic tendencies of the periods of music from 1740 to c. 1900. Extensive listening to, and examination of, illustrative materials is an essential part of this course.

Mr. Nunamaker

314 Music in the Twentieth Century

Study of the principal stylistic tendencies of music as well as developments in experimental music from c. 1900 to the present with examination of the works of representative composers.

Mr. Belt

321 Principles and Procedures of Teaching Music in the Secondary School

Study and evaluation of methods, materials, and techniques relative to music classes and performance groups with a development of a personal philosophy of music education.

Mr. Getz

474 Student Teaching

Teaching in public schools in cooperation with, and under the supervision of, experienced teachers. Individual conferences and seminars with the College supervisor and supervising teacher are required. Offered in spring term only.

Three Course Units
Mr. Getz

Individualized Study

Prerequisite: Approval of department and directing faculty member.

Applied Music

The Department offers instruction in voice, piano, organ, and the standard band and orchestral instruments. The repertoire is adapted to the student's ability. One quarter-course credit is given for one half-hour private lesson per week, per term. Some piano and voice instruction may be in group classes.

Students majoring in music who are candidates for the Bachelor of Arts degree may take up to eight quarter-courses of private instruction, and those who are candidates for the degree of Bachelor of Science in Music Education may take up to 12 quarter-courses of private instruction at no additional cost beyond the comprehensive fee.

The Department also sponsors various music organizations, including the College Choir, Chapel Choir, Women's Chorus, Band, and Orchestra. All college students are eligible to audition for any of these, either at the beginning of the school year or at other times by appointment.

111-112 Woodwind Instrument Class

Instruction in the technique of teaching and playing woodwind instruments, using the clarinet as the basic instrument. Two $\frac{1}{4}$ courses.

Mr. Powers

113-114 Brass Instrument Class

Instruction in the technique of teaching and playing brass instruments. The trumpet or cornet is used as the basic brass instrument.

Two $\frac{1}{4}$ courses

Mr. Zellner

115-116 Stringed Instrument Class

Instruction and practice in the techniques of stringed instruments and the organization of a string section.

Two $\frac{1}{4}$ courses

Mr. Nunamaker

117 Percussion Class

The organization of practical and theoretical materials concerning all of the percussion instruments, their performance techniques, and teaching procedures.

$\frac{1}{4}$ course

Mr. Zellner

121 Voice

Private instruction in fundamentals of voice culture with emphasis upon breath control, resonance, tone quality, diction, pronunciation, and an appreciation of the best works of the masters. Repeated in the spring term. Fee for one half-hour lesson per week per term: \$167.

$\frac{1}{4}$ course

Mr. Finstad and Ms. Hook

122 Voice Class

Study of vocal techniques using lectures, class discussions, and demonstrations. The course will have a practical workshop atmosphere: practicing basic vocal production with emphasis on posture, breath control, diction, and vowel formation. Fee for class lessons per term: \$167.

$\frac{1}{4}$ course

Mr. Finstad and Ms. Hook

123 Piano

Private instruction in the development of the necessary techniques for facility in reading and interpreting a musical score accurately at the keyboard. Literature includes representative compositions of various styles and periods. Public performance is required of those majoring in this area of concentration. Fee for one half-hour lesson per week per term: \$167.

$\frac{1}{4}$ Course

Messrs. Matsinko and Belt

124 Class Piano

Emphasis on sight-reading, ensemble playing, and harmonizing melodies with various types of accompaniment as well as playing some of the standard piano literature. Fee for class lessons per term: \$167.

$\frac{1}{4}$ course

Messrs. Matsinko and Belt

125 Organ

Private instruction designed to include literature of various periods, sight-reading, hymn-playing, chant and anthem accompaniment. *Prerequisites:* satisfactory performance of all major and minor scales (two octaves) and a Bach Invention. Fee for one half-hour lesson per week per term: \$167.

$\frac{1}{4}$ course

Messrs. Weikel and Belt

127 Band Instrument Instruction

Private instruction emphasizing the fundamentals and repertoire for the performance of woodwind, brass, and percussion instruments. Fee for one half-hour lesson per week per term: \$167.

$\frac{1}{4}$ course

Ms. Bowers and Messrs. Thurmond & Zellner

129 Stringed Instrument Instruction

Private instruction emphasizing both the fundamentals of string playing and repertory. Fee for one half-hour lesson per week per term: \$167.

$\frac{1}{4}$ course

Mr. Nunamaker

131 College Choir

Study of choral literature. In addition to appearances in nearby cities, the Choir makes an annual concert tour. Oratorios are presented in conjunction with the Chapel Choir. Four rehearsals weekly.

No credit

Mr. Getz

132 Chapel Choir

Performs standard musical literature with the purpose of supporting and assisting the College community in the Sunday morning services. The Choir appears in nearby cities and makes a short tour each spring. Three rehearsals weekly.

No credit
Mr. Matsinko

133 Band

Performs a wide variety of literature for the band. After several marching performances the symphonic band presents campus concerts and a spring tour of Pennsylvania and neighboring states. Four rehearsals weekly.

No credit
Mr. Powers

134 Women's Chorus

Exists to give those who so wish an opportunity to sing music written for women's voices. This group investigates and performs the best literature of this genre. The Women's Chorus also presents several concerts throughout the year and participates with the College and Chapel Choirs in oratorio and festival type works with orchestra.

No credit
Ms. Matsinko

135 Orchestra

The study and performance of orchestral music of all eras. Membership is open to all students of qualifying ability. Two rehearsals weekly.

No credit
Mr. Nunamaker

456 Senior Recital

Solo or duo presentation of representative literature of various stylistic periods of the student's major applied area with emphasis on historical performance practice.

Philosophy

Professor Coulter (*Chairperson*)
Assistant Professors Portmess and Shaw

Overview

The Philosophy Department designs its courses with the following goals in mind: to promote inquiry into perennial philosophical questions such as the nature of justice, happiness, knowledge, and freedom; to produce awareness of the history of the answers that have been proposed in response to these questions; and to provide tools for the analysis of the assumptions and values which underlie different intellectual disciplines. The study of philosophy encourages the student to develop the ability to analyze problems, understand central issues, and develop alternative solutions. It challenges the student to reflect upon problems involving values, to examine

problems in an interdisciplinary way, to examine alternative world views and forms of knowledge, and to develop an awareness of intellectual history. Classes encourage discussion and writing. The study of philosophy is an integral part of an education in the liberal arts tradition.

A major in philosophy is excellent preparation for graduate school or for professional schools in almost any field. It is especially good background for law and the ministry. It will also prove valuable in any occupation which demands clear thinking and the ability to understand the points of view of other people. Individually, philosophy courses will prove useful supplements to course work in other areas. The Department is interested in assisting and encouraging students to design Special Majors in which philosophy is an integral part.

Requirements and Recommendations

Philosophy 101, 113, 211, and 223 have no prerequisites. Philosophy 101 is recommended as preparation for any 300 or 400 level course, though the instructor may grant permission to any student to take a course for which he or she appears prepared.

A philosophy minor consists of any six courses in the Department, only two of which may be 100 level courses. A philosophy major includes at least eight courses in the Department chosen in consultation with the student's adviser. Philosophy majors are encouraged to obtain a broad background in the liberal arts in addition to their major.

Distribution Requirements

Any of the courses offered by the Department, with the exception of 113, may be used to satisfy the distribution requirement in History, Philosophy, or Religion.

101 Introduction to Philosophy

A study of selected philosophical works, such as Plato's *Republic*, Descartes' *Meditations* and Sartre's *Existentialism*, with the aim of developing the students' ability to read philosophy and to reflect and comment critically upon philosophical problems.

Ms. Portmess

113 Thinking Clearly

An informal logic course designed to help students develop the practical ability to analyze and to evaluate arguments and explanations. The course deals with clarifying language, with the analysis of arguments, with informal fallacies, with causal analyses, and with inductive reasoning. Does not meet a distribution requirement. Not recommended for majors or for persons who have had Philosophy 211.

Staff

211 Logic and Semantics

An introduction to formal logic and a study of the uses of language, with particular reference to the nature of inference from premises to conclusion; rules for deductive inference; construction of formal proofs in sentential and quantificational logic; the nature of language; informal inferences and fallacies; theory of definition.

Mr. Coulter

223 Ethics

The main types of theories of ethics. The course emphasizes, first, the goals and obligations of human life and their relation to a general philosophical position; and second, the relevance of ethical theory to contemporary individual and social situations.

Staff

235 Philosophical Ideas in Literature

A study of the treatment and evaluation of philosophical issues as presented in literature, through reading pairs of philosophical and literary works (e.g., Plato's *Symposium* and Shakespeare's *Sonnets*) which deal with similar themes. Metaphysical, ethical and aesthetic topics will be discussed, with emphasis on the similarities and differences between the philosophical and literary approaches to them. Prerequisites: one course in philosophy, background in literature, or permission of instructor.

Mr. Shaw

303 History of Philosophy: Classical Philosophy

A study of the philosophers and philosophies of ancient Greece and Rome. Major emphasis will be on the Pre-Socratics, Plato, Aristotle, and Hellenistic Neoplatonism.

Mr. Coulter

304 History of Philosophy: Medieval and Early Modern

A study of philosophers and philosophies of Medieval and Early Modern Europe as these reflect the impact of religion and science on the traditional problems and assumptions of philosophy. Major thinkers to be studied include Augustine, Thomas Aquinas, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant.

Mr. Coulter

320 Seminar in Nineteenth Century Philosophy

A study of the major continental thinkers of the period. The philosophies of Kant and Hegel are studied as criticisms of the Enlightenment and as idealistic constructions. The philosophies of Kierkegaard, Marx, and Nietzsche are included as criticisms of idealism and as significant new constructive attempts.

Ms. Portmess

321 Seminar in Twentieth Century Philosophy

A study of contemporary philosophies such as pragmatism, logical positivism, analytical philosophy, phenomenology, existentialism, and Marxism.

Staff

332 Seminar in Ethics

An examination of such topics as: contemporary developments in ethical theory; the relation of ethics to economic, political, and social practices and theories; the philosophy of law and its relation to ethics; and the analysis of the fundamental concepts of ethics. The student will have the opportunity to choose a specific topic in ethics, or one of the preceding topics, for investigation.

Staff

334 Seminar in Philosophy of Art

The course explores such topics as: the nature of art; the functions of art, aesthetic experience, aesthetic judgment; and relates aesthetics to other aspects of philosophy.

Staff

337 Seminar in Philosophy of Religion

An analytical study of religious concepts and statements, with an attempt to relate this study to contemporary constructive attempts.

Mr. Coulter

400 Senior Seminar

An advanced seminar for philosophy majors in which significant problems are raised, and where the student has the opportunity to write a thesis on one of the problems or on one of the major contemporary philosophers.

Ms. Portmess

Individualized Study

With the consent of the Department, qualified students may take a course of directed reading and conferences under the supervision of a member of the staff. Repeated spring term.

Staff

Physics

Professors T. Daniels, Haskins (*Chairperson*)

T. J. Hendrickson, and Mara

Associate Professors Cowan, Marschall, and W. J. Scott

Overview

Within wide limits, a physics major can be tailored to meet the needs and desires of individual students. A major in physics is appropriate for those who enjoy the subject and who have no particular career in mind. It is also suitable preparation for careers ranging from government and law to theoretical physics and molecular biology.

Persons who become physics majors ought to be curious about the ways of nature and have a strong urge to satisfy this curiosity. Their success depends upon their ability to devise and perform meaningful experiments, their intuitive understanding of the way nature behaves, and their skill in casting ideas into mathematical forms. No two majors are endowed with precisely the same division of these talents, but they must develop some proficiency in each.

Courses in the Department emphasize those theories and principles that give a broad, unifying understanding of nature and the analytical reasoning needed for their use. Laboratory training stresses the design of experiments, the techniques of precise measurement, and the interpretation of data.

Requirements and Recommendations

The minimum physics major consists of eight courses including Physics 111, 112, 211, 212, 311, 312, and J 26. This minimum major is more than adequate preparation for physics certification for secondary school teaching and industrial or government laboratory work. Anyone for whom graduate study is a possibility should plan to take twelve courses in the Department. Students are not permitted to take more than twelve courses in the Department without the permission of the Department unless the thirteenth course is Physics 462. Gettysburg physics graduates have selected a wide range of fields for graduate study, including: astronomy; astrophysics; biophysics; business; geophysics; environmental, electrical, nuclear, and ocean engineering; physics; and physiological psychology.

All majors must complete mathematics courses through Mathematics 212 or its equivalent. Those planning to go to graduate school should also complete the Applied Analysis course Mathematics 363-364. Majors are expected to exhibit increasing competence with computer facilities as they progress through the courses in the physics curriculum.

Qualified majors should consider the opportunities afforded by Physics 462. This course entails the study of a problem in physics or astronomy selected by a student in consultation with a staff member. The problem may be of a theoretical or experimental nature. A student electing this course should obtain an adviser for the project by the end of his or her junior year and expect to begin work in the fall term of the senior year with the completion of the work to be accomplished in the spring term of the senior year.

Freshmen who are considering a major in physics should enroll in Physics 111, 112 and Mathematics 111-112, if possible. While it is desirable for majors to take this freshman program, students may accomplish a full major in physics even if they take Physics 111, 112 in their sophomore year.

A minor in physics consists of Physics 111-112, 211-212 plus any two courses in physics beyond the 100 level including J 33 and J 26.

Distribution Requirements

The laboratory science distribution requirement may be satisfied by taking one course from among Physics 101, 103, or 111 and one course from Physics J 1, 102, 104, or 112.

The prerequisites listed below in the course descriptions are meant only as guides. Any course is open to students who have the permission of the instructor.

Special Facilities

In addition to the usual classrooms, seminar rooms, laboratories, and faculty offices, Masters Hall contains the physics library, a machine shop, and a planetarium. The Department has well equipped nuclear physics, X-ray, optics, and electronics laboratories, and it directs the observatory and the planetarium. Some of the larger pieces of equipment are multichannel analyzers, coincidence-anticoincidence circuitry, two X-ray diffraction units, a Mössbauer analyzer, a neutron howitzer, a 16" Cassegrain telescope with cameras, a UVB photometer, a 12" Varian electromagnet, and an astronomical spectrometer. Computational resources include a large programmable calculator, microcomputers, and multiple access to the College's Burroughs 6700.

Special Programs

The Department administers the Cooperative Engineering Program with Pennsylvania State University, Washington University in St. Louis, and Rensselaer Polytechnic Institute. Students selecting this program will take Physics 111, 112, 211, J 33, and 216 and will graduate from Gettysburg with a major in Physics upon successful completion of an engineering degree at Pennsylvania State, Washington University in St. Louis, or RPI. For more details on the Cooperative Engineering Program, see page 48.

Further details about the physics and the cooperative engineering program are described in the Handbook for Students prepared by the Physics Department. Majors and prospective majors are encouraged to request a copy from the Physics Department office.

101, 102 General Physics

An introduction to the basic concepts of classical and modern physics with applications in a contemporary context. The fields covered include mechanics, energy, heat, waves, sound, electricity, magnetism, relativity, and atomic and nuclear physics. These courses are designed for students who are not majoring in the sciences. *Prerequisite:* Competence in high school algebra. Three class and three laboratory hours.

Messrs. Marschall and Hendrickson

J 1 Vibrations, Waves, and Music

An introduction to the physical principles employed in the production of sound and music. The acoustical properties of musical instruments will be studied in depth. The laboratory provides experience in electrical measurements, vibrations, and the analysis, synthesis, and production of sound. Opportunities exist for individual projects such as the design and construction of a simple musical instrument. The level of mathematics required is elementary algebra. Some experience in music is expected. Physics 101 and Physics J 1 will complete the laboratory science distribution requirement. *Prerequisite:* Physics 101 or consent of instructor. Class and laboratory hours.

Messrs. Hendrickson and Scott

103, 104 Elementary Physics

A general coverage of the fields of classical and modern physics with time devoted to areas of special interest in biology; fluids, heat, radiation, and numerous applications. While particularly useful for biology majors, the course will serve any student as an introduction to a wide range of topics in physics. Rudimentary calculus is taught and used. *Prerequisite:* facility in algebra and geometry. Three class hours and three laboratory hours.

Mr. Cowan

108 Introductory Astronomy

Fundamental observations of classical astronomy and the recent discoveries of modern astrophysics. Starting with the solar system, the course surveys contemporary knowledge of stellar systems and of the structure and behavior of the universe at large. Physical principles of gravitation, relativity, atomic and nuclear structure, and electromagnetic radiation are introduced where they apply to astronomical problems. Frequent observational activities at the College Observatory will be scheduled to supplement the lectures. *Prerequisite:* High school algebra and trigonometry will be helpful. Three class hours and occasional evening observing sessions.

Mr. Marshall

109 Topics in Astronomy

Highlighting a single area of current interest in astronomy. The development and present state of thinking in such fields as the structure and origin of the solar system, stellar and galactic evolution, extraterrestrial life, and cosmology may be investigated. The specific area of concentration will be published in the announcement of courses during the spring preceding the course. May not be counted toward the minimum requirement for a major in physics. *Prerequisite:* Completion of the College science distribution requirement or the consent of the instructor.

Mr. Marshall

111 Mechanics

An introduction to classical mechanics: laws of motion and the conservation laws of linear momentum, energy, and angular momentum. The rudiments of calculus and vector analysis are introduced and used throughout the course. Laboratory work emphasizes the detection, measurement, and interpretation of electrical signals and elementary circuit analysis. Students already having credit for Physics 101, 102 or 103, 104 may register for Physics 111 for credit only with the permission of the Department. *Prerequisite:* Mathematics 111, which may be taken concurrently. Four class hours and three laboratory hours.

Mr. Mara

112 Heat, Electricity, Magnetism, and Relativity

Heat and the first and second laws of thermodynamics, electrostatic fields, currents, magnetic fields, electromagnetic induction, Maxwell's equations, light as a propagating electromagnetic disturbance, and the special theory of relativity. Laboratory work emphasizes the detection, measurement, and interpretation of optical signals and nuclear radiation. *Prerequisite:* Physics 111. Four class hours and three laboratory hours.

Mr. Mara

211 Vibrations, Waves, and Optics

Simple harmonic motion including damped and forced oscillations of mechanical and electrical systems. Coupled and continuous systems are also treated. Properties of light and sound, including reflection, polarization, interference, and diffraction are covered as well as physical and geometrical optics. *Prerequisite:* Physics 112. Three class hours and one afternoon laboratory.

Mr. Haskins

212 Atomic and Nuclear Physics I

Experimental foundations of atomic physics and their use in developing the quantum theory. Some of the topics included are: kinetic theory, blackbody radiation, photoelectric effect, Rutherford's atom, x-rays, Compton effect, Bohr-Sommerfeld theory, spectra, spin, magnetic moments, de Broglie wavelength, uncertainty principle, radioactivity, particles. *Prerequisite:* Physics 211. Three class hours and one afternoon laboratory.

Mr. Haskins

J 33 Engineering Mechanics: Statics

Equilibrium of coplanar and noncoplanar force systems; analysis of structures, friction, centroids, and moments of inertia. Required for engineering students. *Prerequisites:* Physics 112, Mathematics 211.

Mr. Scott

216 Engineering Mechanics: Dynamics

Motion of a particle, translation and rotation of rigid bodies, work and energy, impulse and momentum. Required for engineering students. *Prerequisite:* Physics J 33. Three class hours.

Mr. Scott

301 Electronics

Characteristics of semiconductor junction devices. Circuits using these devices include amplifiers, oscillators, operational amplifiers, switching circuits, and digital circuits. *Prerequisite:* Physics 112. Two class hours and six laboratory hours.

Mr. Daniels

311 Atomic and Nuclear Physics II

A continuation of Physics 212. Course begins with an introduction to quantum mechanics. The harmonic oscillator, potential wells and barriers, the hydrogen atom, and the helium atom are treated at an intermediate level. Other topics include the spectra of multielectron atoms, quantum statistics, band theory of solids, nuclear models, nuclear and fusion reactors and their impact on society, accelerators, and beta decay. *Prerequisites:* Physics 212 and Mathematics 212. Three class hours and three laboratory hours.

Mr. Daniels

312 Thermodynamics and Statistical Physics

Temperature, heat, the first and second laws of thermodynamics, introductory statistical physics; Maxwell-Boltzmann, Fermi-Dirac, and Bose-Einstein statistics. Applications to selected topics in solid state physics, low temperature physics, and other fields are included. *Prerequisite:* Physics 311. Three class hours.

Mr. Hendrickson

319 Classical Mechanics

Advanced Newtonian mechanics for upperclass physics majors. Topics include equations of motion, gravitational field, non-inertial reference systems, conservation laws, planetary motion, rigid body motion, Lagrangian and Hamiltonian mechanics. *Prerequisites:* Physics 211 and Mathematics 212.

Mr. Cowan

J 26 Advanced Physics Laboratory

A laboratory course with experiments drawn from various areas of physics such as: optics, electromagnetism, atomic physics, and nuclear physics with particular emphasis on contemporary methods. Error analysis and experimental techniques will be stressed. Normally taken by physics majors in January of their junior year.

Mr. Haskins

330 Electricity and Magnetism

Static electric and magnetic fields, electromagnetic induction. Maxwell's equations in space, fields in matter, time dependent fields. *Prerequisites:* Physics 112 and Mathematics 363. Three class hours.

Mr. Marschall

341 Quantum Mechanics

An introduction to the Schrödinger and Heisenberg formulations of quantum mechanics. Topics covered include potential wells and barriers, the harmonic oscillator, the rigid rotor, angular momentum, hydrogen atom fine and hyperfine structure, time-independent perturbation theory, the helium atom and many electron atoms. *Prerequisite:* Physics 311 and 319, Mathematics 363. Three class hours.

Mr. Mara

342 Relativity: Nuclear and Particle Physics

Special relativity: includes four vectors, tensor analysis, electromagnetic field. Nuclear and particle physics at a level requiring quantum mechanics are covered including time dependent perturbation theory, scattering, Breit-Wigner cross-section, Mossbauer effect, and isotopic spin. *Prerequisite:* Physics 341. Three class hours.

Mr. Haskins

452 Tutorials: Special Topics

Designed to cover physics or physics related topics not otherwise available in the curriculum. Open to upperclass physics majors who arrange with a staff member for supervision. Possible areas of study include advanced electronics, medical physics, astrophysics, acoustics, optics. *Prerequisite:* approval by Department.

Staff

462 Independent Study in Physics and Astronomy

Experimental or theoretical investigation of a research level problem selected by a student in consultation with a staff member. Students should arrange with a staff member for supervision by the end of the junior year. Open only to second semester senior physics majors. Results of the investigation are reported in a departmental colloquium. *Prerequisite:* approval by Department.

Staff

Political Science

Professor Boenau

Associate Professors Borock, Mott (Chairperson), Nyitray, and D. Tannenbaum

Assistant Professor Sylvester

Instructor O'Donnell

Adjunct Professor Plischke

Overview

The Department aims at providing an understanding of the study of politics, emphasizing the methods and approaches of political science and the workings of political systems in various domestic, foreign, and international settings.

The program provides balance between the needs of specialists who intend to pursue graduate or professional training and those who do not. Courses offered in the Department help prepare the student for careers in politics, federal, state, and local government, public and private interest groups, business, journalism, law, and teaching.

Requirements and Recommendations

The requirements for a major in political science are as follows. Majors in the Department are required to take a minimum of 10 courses in political science. Political Science 101, 102, 103, and 104 are required of all majors, and serve as prerequisites for corresponding upper-level courses. These courses are intended to introduce the student to the major sub-fields of political science.

Political Science 101, 102, 103, and 104 may be taken in any order, but should be completed before the end of the sophomore year. Upper-level courses may be taken as early as the sophomore year provided the student has met the particular prerequisites for those courses. Majors are required to take at least one 200 or 300-level course in three of the following groups: American Government, Comparative Politics, International Relations, Political Theory. Courses graded S/U are not accepted toward a major.

Requirements for a minor in political science are as follows: successful completion of any two 100-level courses and any four upper-level courses which normally count toward the major, provided that they do not all fall into the same sub-field.

Departmental honors in political science will be awarded to graduating majors who have achieved an average of 3.5 in political science courses and who have successfully completed and defended an Honors Thesis.

In the junior and senior years, majors are urged to participate in seminars, individualized study, and internships. Majors also are encouraged to enroll in related courses in other social sciences and in the humanities.

Distribution Requirements

Any of the following courses may be counted towards the College distribution requirements in social sciences: 101, 102, 103, and 104. The following courses may be counted towards the College distribution requirement in Non-Western culture: 263 and 265.

Special Programs

Qualified students may participate in off-campus programs, such as the Washington Semester, The Harrisburg Urban Semester, The United Nations Semester, and study abroad.

Introductory Courses

101 American Government

Examination of the institutional structure and policy-making process of national government as reflections of assumptions of liberal democracy and the American social and economic systems. In addition to the legislative, executive, and judicial branches of government, political parties, interest groups, and elections are considered.

Ms. O'Donnell and Messrs. Mott and Nyitray

102 Introduction to Political Thought

Analysis of political philosophies dealing with fundamental problems of political association. The course will examine concepts of power, authority, freedom, equality, social justice, and order as expressed in works of philosophers from Plato to Marx.

Mr. Tannenbaum

103 Global Politics

Examination of the behavior of nation-states in the international system from a micropolitical perspective that encompasses such topics as nationalism, power, and war as well as from a macropolitical perspective that stresses broad trends such as political and economic interdependence and the effects of modernization.

Ms. Sylvester and Mr. Borock

104 Introduction to Comparative Politics

Introduction to the structure and processes of political institutions in major types of political systems, including parliamentary systems, the soviet system, and systems in developing countries.

Mr. Boenau

Comparative Politics

260 Comparative Parliamentary Systems

Analysis and comparison of parliamentary systems in Europe, Asia, and Commonwealth countries, focusing on interest groups, political parties, political elites, public participation, governmental structures and processes, and case studies of political systems in operation.

Prerequisite: PS 104 or permission of instructor.

Mr. Boenau

261 Comparative Communist Systems

Analysis and comparison of the political systems of the USSR, Eastern Europe, and China, focusing on the role of the communist party, the problem of succession, and case studies of political systems in operation.

Prerequisite: PS 104 or permission of instructor.

Mr. Boenau

263 The Politics of Developing Areas

Introduction to the study of political development and underdevelopment, including approaches to Third World politics; the nature of traditional politics; disruptions caused by colonialism and imperialism; the reformation of domestic politics; contemporary political processes and problems. *Prerequisite:* PS 104 or permission of the instructor.

Ms. Sylvester

265 African Politics

An examination of the dynamics of political change and continuity in independent Africa. Topics include colonialism, national liberation struggles, imperialism, dependency, institutional direction (e.g., parties, the military, the bureaucracy) and the politics of economic development. *Prerequisite:* PS 104 or permission of instructor.

Ms. Sylvester

American Government

221 State and Local Government

Study of the structure, functions, and political processes of non-national government in the United States.

Prerequisite: PS 101 or permission of instructor.

Mr. Tannenbaum

222 Public Administration

Study of the politics, structure, and procedures of governmental administration. Particular attention is given to the administrative process, policy-making, and the public responsibility of administrators. *Prerequisite:* PS 101 or permission of the instructor.

Mr. Tannenbaum

224 Presidential Politics

Study of the role of the Presidency in the American political system, the selection of presidential candidates, the Presidency and bureaucratic structures and procedures, presidential leadership, and the Presidency in the policy process. *Prerequisite:* PS 101 or permission of the instructor.

Mr. Nyitray

225 American Constitutional Law

Study of the judicial process in the United States, with particular focus on the Supreme Court and its historical role in nation-building, establishing principles of federalism and the separation of powers, and determining the scope of personal and property rights. *Prerequisite:* PS 101 or permission of instructor.

Mr. Mott

231 American Parties and Politics

Examination of political parties, their role in democracy, and the nature of the party system in relation to other social and political processes. Aspects of voting behavior and campaign techniques are considered. *Prerequisite:* PS 101 or permission of instructor.

Mr. Mott

322 Civil Rights and Liberties

Study of selected problems involving interpretations of the Bill of Rights. Attention will be given to both the evolution and current standing of issues treated by the Supreme Court. *Prerequisite:* PS 225 or permission of instructor.

Mr. Mott

323 Legislative Process

Study of the United States Congress focusing on theories of representation, nomination and electoral processes, internal organization of Congress, influences on Congressional policy-making, and Congressional interaction with other participants in the policy process. *Prerequisite:* PS 101 or permission of instructor.

Mr. Nyitray

International Relations

242 American Foreign Policy

Analysis of the development, implementation, and effects of U.S. foreign policy. *Prerequisite:* PS 103 or permission of instructor.

Mr. Borock

245 World Order

Examination of international organization, regionalism, and security systems as they affect the reduction of international violence and promote tolerable standards of stability. *Prerequisite:* PS 103 or permission of instructor.

Mr. Borock

341 International Political Economy

Probes the impact of economic factors on the international political system and various sub-systems. Capitalist, Marxist, and socialist economic theories are discussed as well as specific relations of trade, production, monetary exchange, and economic organization within the West, between East and West, and between North and South. *Prerequisite:* PS 103 or permission of instructor.

Ms. Sylvester

344 U.S. Defense Policy

Examination of the formulation and implementation of U.S. defense policy within the context of the international and domestic political systems. Attention will be given to the ways policy affects and is affected by the political environment, the conceptual approach to war, the impact of technological change, the economic issues of defense spending, the decision-making process, and the civilian-military relationship. *Prerequisites:* PS 103 and PS 242 or permission of instructor. Alternate years offered 1983-84.

Mr. Borock

Political Theory

280 Modern Political Ideologies

Study of the philosophical content and the role of political ideologies in the modern world, with emphasis on liberalism, socialism, communism, and fascism. The concept of ideology, historical development and the intersection and overlap of ideologies, and the influence of ideologies on political behavior will also be considered. *Prerequisite:* PS 102 or permission of instructor.

Mr. Tannenbaum

281 Elites and Masses

Examination of selected political theories which deal with the relationship of elites and masses in modern society. Among the writers to be considered are Burke, De Tocqueville, Mosca, Pareto, Michaels, Ortega y Gasset, and Lenin. *Prerequisite:* PS 102 or permission of instructor.

Mr. Boenau

380 Marxism

Examination of Marxism through close textual analysis of books, polemical tracts, and other writings of Marx and Engels, and selected readings from the critical literature on Marxism. *Prerequisite:* PS 102 or permission of instructor.

Mr. Boenau

381 American Political Thought

The development of political thought in America from the colonial period to the present. In addition to examining individual writers and movements, the course will consider the relationship of the ideas examined to the broader tradition of Western Political Philosophy.

Prerequisite: PS 102 or permission of instructor. Alternate years offered 1983-84.

Mr. Tannenbaum

Advanced Courses

400 Seminars

Advanced study of domestic, foreign, or world politics. A common core of reading and written reports by each student is provided. Topics differ each term and will be announced in advance. Enrollment by permission of instructor.

Staff

Individualized Study

Intensive research on an approved topic presented in oral or written reports, under the supervision of a member of the department faculty.

Staff

Psychology

Professors D'Agostino, Mudd (*Chairperson*), and Platt

Associate Professors Frank, Gobbel, Pittman, and Shand
Assistant Professor White
Instructor Riggs

Overview

The Department emphasizes human, experimental psychology in all of its course offerings. The objective of the Department is to promote knowledge of behavior, with emphasis on the formation of a scientific attitude toward behavior and appreciation of the complexity of human personality. This objective is approached by providing a representative array of courses in psychology, including seminars, special topics, and independent study, and by providing selected opportunities for field work. Direct experience with the major methods, instruments, and theoretical tools of the discipline is emphasized throughout.

Requirements and Recommendations

Psychology 101 is a prerequisite for all other courses in the Department. Requirements for a major include Mathematics 107, Psychology 101, 305, 341; one of the following laboratory courses: 314, 316, 317, 318, 325, or 336; and, four additional courses in psychology. Majors should note that most laboratory courses have a 200 level course as a prerequisite.

It is possible for those who have scored 60 or above on the CLEP (College-Level Examination Program) General Psychology examination to waive the introductory course (Psychology 101) and to qualify for advanced placement in the department. Write College Entrance Examination Board, Box 1822, Princeton, N.J. 08540 for information about taking the CLEP exam.

It is recommended that students looking forward to admission to graduate school take psychology 211 and two advanced laboratory courses, one from each of the following two groups: (a) 314, 318, 325, and (b) 316, 317, 336. Training in computer science is recommended for all majors and is highly recommended for those planning to go on to graduate work. Students should consult with their advisers for specific information on the prerequisites for work at the graduate level in the specialized areas of psychology.

Departmental Honors in psychology are awarded to graduating majors who, in the combined judgment of the staff, have demonstrated academic excellence in course work and who have completed an Individualized Study. The Honors Thesis, open by invitation of the Department Staff only, is not required for Departmental Honors.

Distribution Requirements

The following courses may be used to fulfill the distribution requirement in social sciences: 101, 204, 210, 214, 221, 225, 226, 230, 326, and designated January Term courses.

101 General Psychology

An introduction to the basic facts and principles of psychology, including the study of human motivation, learning, emotion, perception, thought, intelligence, and personality. Some attention is given to the applications of psychology. Repeated spring term. May be used toward fulfilling the distribution requirement in the social sciences.

Staff

204 Human Information Processing

Starting from theoretical concepts and methods surveyed in Psychology 101, the topics of sensation, perception, and cognitive processes are developed more completely. Offered in the spring term.

Mr. D'Agostino

210 Behavioral Economics and Social Engineering

Introduction to behavioral economics and the implications of that field for social planning in a high mass consumption society. The potential contribution of behavioral systems analysis and social science research to more effective social and economic planning is reviewed. Two three hour seminars (arranged) are required. Alternate years. Offered 1983-84.

Mr. Mudd

211 Psychological Tests and Measurements

Fundamental principles in the development of reliable and valid devices designed to reveal measurable characteristics of personality and intelligence. Special emphasis is placed on the critical evaluation of tests, the assumptions underlying their construction, and the role of testing as one of the basic procedures of social science. *Prerequisite:* Math 107 (may be taken concurrently). Three class hours and three laboratory hours.

Mr. Shand

214 Social Psychology

Review of current psychological theory and research in social psychology. Topics include attitude and behavior change, conformity, attraction, interpersonal perception, and psychological aspects of social interaction.

Mr. Pittman

221 Basic Dynamics of Personality

Uses textbooks and collateral readings in an introduction to theories and strategies in personality. Lecture and discussion focus on learning, affective, and cognitive processes as they blend in personality. The usefulness of verifiable evidence is emphasized.

Mr. Frank

225 Developmental Psychology: Infancy and Childhood

The psychological development of the individual, from conception to adolescence. Methods, relevant research, and various theoretical perspectives are reviewed. Content areas include perception, learning, cognition, language, social development, etc.

Ms. Gobbel and Mr. White

226 Developmental Psychology: Adolescence

A review of theory and research concerned with the psychological development of the adolescent. Topics include: research methods; physiological changes; cognitive development; vocational, social sex-role, and value development; and the search for identity. Psychology 225 is recommended as a prerequisite but not required.

Ms. Gobbel

230 The Psychology of Religious Beliefs, Attitudes, and Values

Empirical findings in the recent scientific study of religion regarding the development of religious and moral traits of character, the personality structure of the religious person, normal and abnormal aspects of religious experiences, beliefs, and practices.

Mr. Shand

305 Experimental Methods

An introduction to scientific method and experimental design. Emphasis is placed on kinds and sources of error in experimentation, methods of control, and design and analysis of experiments. *Prerequisites:* Psychology 101 and Mathematics 107. Three class hours and three laboratory hours.

Messrs. D'Agostino and Mudd

314 Assessment of Personality and Intelligence

Correlational, experimental, and projective methods for the study of such topics as abilities, humor, self-concepts, prejudice, handwriting, belief, creativity, art, and music. Each student will design an experiment and a factor-analytic study related to one topic. *Prerequisites:* Psychology 305 and Psychology 211. Three class hours and the equivalent of three laboratory hours.

Mr. Shand

316 Perception

Introduction to sensory and perceptual processes. Lectures deal with sensory coding, feature detection, figural synthesis, and semantic integration. Laboratory work includes several minor studies and one major research study on a special topic of the student's own choice on an aspect of human facial perception. *Prerequisite:* Psychology 305. Three class hours and the equivalent of three laboratory hours.

Mr. Mudd

317 Memory and Cognition

An introduction to human memory and cognitive processes. Topics include short and long-term retention, language comprehension, and models of semantic memory. *Prerequisites:* Psychology 305, 204 (or permission of the instructor). Three class hours and three laboratory hours. Not offered 1982-83.

Mr. D'Agostino

318 Experimental Social Psychology

Study of specific content areas in social psychology. Current theories and empirical data will be used to illustrate experimental designs and relevant methodological considerations. Laboratory work includes the design, execution, and analysis of two original experiments. *Prerequisites:* Psychology 214 and Psychology 305, or permission of the instructor. Three class hours and the equivalent of three laboratory hours.

Mr. Pittman

322 Clinical and Counseling Psychology: Uses and Abuses

Presents an introduction to the history, problems, methods, values, and ethics relating to clinical and counseling psychology. The course is not a practicum. *Prerequisite:* Psychology 221 or 326. Offered spring term, alternate years.

Mr. Frank

325 Life-Span Development—An Experimental Approach

An intensive study of one or more areas of research in cognitive, social or language development. Emphasis is placed on unique characteristics of research with children and/or adults across the lifespan. Laboratory work includes the design, execution, and analysis of a research project. *Prerequisites:* Psychology 225 and Psychology 305. Three class hours and three laboratory hours.

Ms. Gobbel and Mr. White

326 Abnormal Psychology

The study of abnormalities of personality and behavior which commonly occur in mentally handicapped, deviant, neurotic, and psychotic persons. The general principles of abnormal personality development, including those of psychoanalysis, are reviewed and illustrative case materials are presented. Film demonstrations of abnormal phenomena are given, and a field trip is taken to a mental institution. Psychology 214, 221, or 320 recommended but not required; not open to freshmen.

Mr. Shand

336 Physiological Psychology

Study of the anatomical and physiological bases of behavior and cognition. Emphasis is on the neuropsychology of sensation, motivation, memory, and thinking. *Prerequisites:* Psychology 101, Biology 101, 102, or 111, 112, and either Psychology 305 or permission of the instructor. Three class periods and three laboratory hours.

Mr. Platt

341 History and Theories of Psychology

A review of the development of psychology to the present. Emphasis is on the contributions of empiricism, structuralism, functionalism, behaviorism, Gestalt, and psychoanalysis to contemporary psychology.

Mr. Platt

400 Seminar

An opportunity to work on a selected topic in a small group under the guidance of a member of the staff. Not offered every term. The topic for a given term is announced well in advance. Enrollment by permission of the instructor. May be repeated.

Staff

421 Personality Theory: Seminar

Examines critically and in detail selected theories of personality. Primary and secondary sources are used for each theory studied. Verifiable evidence is examined as it may augment or challenge theory. *Prerequisites:* Psychology 221 and Junior or Senior status. Meets three hours once a week. Offered spring term, alternate years. Not offered 1982-83.

Mr. Frank

Individualized Reading

Opportunity to do intensive and critical reading and to write a term paper on a topic of special interest. Student will be expected to become thoroughly familiar with reference books, microfilms, and scientific journals available for library research in the field of psychology. *Prerequisite:* permission of the instructor. May be repeated.

Staff

Individualized Empirical Research

Design and conduct of an empirical study involving the collection and analysis of data in relation to some psychological problem under the supervision of a staff member. Students are required to present an acceptable research proposal no later than four weeks following the beginning of the term or to withdraw from the course. Research culminates in a paper. *Prerequisite:* permission of the instructor. May be repeated.

Staff

Honors Thesis

Designed to meet the needs of the clearly superior student. During the senior year each participant will engage in an original program of research under the direction of a thesis committee. In addition to completing a formal thesis, each student will present and discuss his or her research before the entire staff. Successful completion of the program entitles the student to receive credit for two courses which can be applied towards a Psychology major. *Prerequisite:* by invitation of the Department only.

Staff

Religion

Professors Dunkelberger, Freed (*Chairperson*), Hammann, Loose, and Moore
Associate Professor Trone
Instructor Joy

Overview

Essential to a liberal arts student's understanding of the past, of life, and of himself or herself is a solid, factual knowledge of the varied religious experiences, beliefs, and institutions of man. This Department offers the student a variety of courses in which the complex phenomena of religion can be investigated. A student may elect courses in biblical studies, history of religions, and religious thought.

Requirements and Recommendations

A major consists of eight courses. Some majors, depending on prior preparation and work taken outside the Department, may be asked to take additional courses in the Department in order to round out an adequate program, but in no case will more than 12 courses be required. No courses in other departments may be applied toward the minimum requirement of eight courses. With

departmental approval, certain courses outside the Department may be applied to the major beyond the minimum requirement. Individualized Study is required of all majors. Pretheological students and those contemplating church vocations should especially consider a major in this Department. Since some upper-level courses are not offered every year, students should consult with individual instructors when planning their programs.

The requirements for a minor in religion are as follows. Of the six courses required for the minor, no more than two 100-level courses may be included. At least one 300-level course must be included. January Term courses that count toward the major, but no other January Term courses, may be included. No courses taken S/U may be included. The student must contact the Religion Department Chairperson to declare a minor and to be assigned an adviser. After the student has been accepted for a minor and has completed work in one 100-level course, preference is to be given to the student for registration in all courses in the department.

Distribution Requirements

Only one of the following courses will fulfill the one-course distribution requirement in religion: 101, 111, 117, 121, 122, 127, 131, 132, 133, 135, 136, 137, and 142. Any courses offered in the fall and spring terms (except for Individualized Study) and some of the January Term courses may also fulfill one course of the two-course distribution requirement in history, philosophy, or religion, which is in addition to the 100-level course distribution requirement in religion. The following courses meet the distribution requirement in Non-Western culture: 127, 128, 202, 241, and 242.

Biblical Studies

101 History, Literature, and Religion of the Old Testament

A study of the history, literature, and religion of the Hebrews from the age of Abraham to about 200 B.C. The history and culture of Israel are related to those of surrounding nations, with special emphasis on the relevancy of archeological data.

Mr. Moore

111 History, Literature, and Religion of the New Testament

A study of the writings of the New Testament as they originated in their Greco-Roman milieu. Emphasis is on the distinctive purposes and main content of each writing. The use of source, form, and redaction criticism as tools for the academic study of the New Testament is demonstrated.

Mr. Freed

117 Topics in Biblical Studies

An intensive study of a religious topic, problem, writer, or theme in the field of Biblical Studies.

Staff

201 The Prophets of the Old Testament

A study of the life and times of Israel's prophets as drawn from the Old Testament and extra-Biblical sources, with special emphasis given to both the importance of prophetic interpretations for their own day and to their lasting effect upon Judeo-Christian thought.

Mr. Moore

202 Wisdom Literature

A comparative study of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Solomon with the wisdom literature of the Sumerians, Egyptians, Babylonians, and other contemporaries and predecessors of the Israelites. Fulfills the distribution requirement in Non-Western culture.

Mr. Moore

203 Biblical Archaeology

An introduction to the history, methodology, and findings of Palestinian archaeology with attention to the related fields of Egyptian and Mesopotamian archaeology. Lectures on field technique, slide presentations, museum visits, and consideration of the historical and religious significance of artifacts will be central to the course.

Mr. Moore

210 The Apostle Paul: the Man, the Thinker, and the Traveler

A study of some of Paul's letters and the book of Acts in an attempt to understand the complex personality of Paul and his thought. Topics included are faith and law, the righteousness of God and man, and justification and salvation. Paul's travels are illustrated by slides from the instructor's personal collection. *Prerequisite:* Religion 111.

Mr. Freed

311 Jesus in the First Three Gospels

An examination in depth of selected passages in the first three gospels using the techniques of source, form, redaction, and literary criticism. Special attention is given to the parables of Jesus. *Prerequisite:* Religion 111.

Mr. Freed

312 The Gospel of John

Chief emphasis given to the thought and content of the gospel itself. An effort is made to determine the background, purposes for writing, and destination of the gospel. The question of its relationship to the Synoptic Gospels and to the First Epistle of John is included. *Prerequisite:* Religion 111.

Mr. Freed

313 Judaism From 200 B.C. to 500 A.D.

The history, institutions, and religious ideas of the Jews from about 200 B.C. to 500 A.D. Jewish writings of the period, including some from Qumran and the Talmud, are studied as the primary sources of information.

Prerequisite: Religion 101.

Mr. Freed

History of Religions

121 Church History: To the Eighth Century

A historical study of all groups who claimed the name "Christian" from the post-Biblical period to the eighth century. Theologies, liturgies, councils, heresies, schisms, and the outstanding participants are described and evaluated with the aid of primary documents.

Mr. Trone

122 History of the Medieval Church

This exploration begins with the Seventh General Council (787) and ends with the death of Pope Pius II in 1464. The Latin, the Orthodox, and the heretical traditions and institutions will be included in order to help the student understand Medieval practices and decisions which still inform churches today.

Mr. Trone

123 Church History: Fifteenth to Twentieth Century

A study of the pluralistic developments of institutional Christianity from the Reformation of the sixteenth century through the movements of Protestant Scholasticism, Pietism, Rationalism, Evangelicalism, Liberalism, Modernism, and Ecumenism.

Mr. Dunkelberger

127 Topics In History of Religions

An intensive study of a religious topic, problem, writer, or theme in the field of History of Religions.

Staff

142 Great Religious Personalities

A critical survey of major religious personalities, including founders, interpreters, and reformers in the great traditions, especially Christianity. The historical facts about the man, along with his message, mystique, and myths associated with him, are explored.

Mr. Dunkelberger

IDS 206 Byzantine Civilization

For course description see Interdepartmental Studies.

Mr. Trone

223 Christianity U.S.A.

An investigation of the institutional history, main ideas, and the leadership in the various churches of America from colonial times to the present. The development of the Jewish tradition in America will also be considered. The broad religious consensus, along with movements such as puritanism, pietism, revivalism, liberalism, and fundamentalism, is explored.

Mr. Dunkelberger

241 The Religions of South Asia

A historical and phenomenological study of the religions of South Asia, especially Hinduism, Hinayana Buddhism, and Islam. Some original sources in translation are investigated to promote understanding of religious ideas, institutions, and practices. Fulfills the distribution requirement in Non-Western culture.

Mr. Dunkelberger

242 The Religions of East Asia and West Asia

Primarily an examination of the varieties of historical and contemporary Buddhism. The class will also study some other religious traditions from east or west Asia that can be contrasted with Buddhism. Insofar as possible, original sources in translation will be used. Fulfills the distribution requirement in Non-Western culture. Spring term every year.

Mr. Hammann

Religious Thought

131 Religion and Modern Man/Woman

An exploration of the many ways in which religion expresses itself in the twentieth century. It is particularly concerned with the function of the Judeo-Christian tradition in modern western culture but includes insights from the religious traditions of Asia as they impact on the present day.

Mr. Dunkelberger

132 The Religious Meaning of Being Human in the Contemporary World

Study of the religious experience and patterns developed by the world's major religions from the perspective of man's nature and needs as these are reflected in current controversies, problems, decisions, and values. An analysis will be made of various ways of studying religion with an emphasis upon the phenomenological method and its relevance to the interpretation and understanding of religious phenomena.

Mr. Loose

133 Modern Issues, Religious Perspectives

Seeking out the most important questions of our time, the class will discuss controversial issues as they are currently taken up by writers with a religious point of view. The subjects and writings studied will change from semester to semester as new issues are raised and new answers attempted.

Mr. Trone

135 Religion in Fiction

An examination of the fictional representation of religious stories. The works of Renan, Kazantzakis, Graves, Lagerkvist, and others will be read.

Mr. Hammann

136 Religions From the Center to the Fringe

A historical and critical study of recent sectarian and cultic developments primarily in the West. Such movements as Ba'hai, Christian Science, Mormonism, Nichiren Shoshu, ISKCON, and Hasidism will be considered. The study will aim at understanding the religious characteristics as well as the social effects of these movements.

Mr. Hammann

137 Topics in Religious Thought

An intensive study of a religious topic, problem, writer, or theme in the field of Religious Thought.

Staff

IDS 211 Perspectives on Death and Dying

For Course Description see Interdepartmental Studies.

Mr. Moore

227 "Monks, Nuns and Friars"

A study of the rules and practices of religious orders for men and women: Latin, Orthodox, and heretical. The course will also include the art and architecture produced by these orders and some of the most famous monastic personalities. There will also be a visit to a monastery.

Mr. Trone

232 The Religious Meaning of Being Responsible in Contemporary Society

Religious interpretations of moral values and ethical theories will be studied from the perspective of determining responsible action for resolving moral problems reflected in current controversies, issues and decisions. In addition, students will be asked to examine the question as to whether or not human existence has an intrinsic, essential goal with a correlative prescriptive moral structure, so that deviation from this goal leads to self-destructiveness whereas compliance with the goal leads to creative self-fulfillment.

Mr. Loose

243 Mythology and Religion

Mythology and Religion have always been companions. The course will aim at understanding this friendship. Students will familiarize themselves with particular mythologies, ancient and modern, and will try to understand the connection with the associated religious traditions.

Mr. Hammann

IDS 312 Theology and Literature

For Course Description see Interdepartmental Studies.

Mr. Loose

332 History of Christian Thought: Fifteenth to Nineteenth Century

Beginning with late Medieval and Reformation theological expressions, the investigation continues with Protestant Scholasticism, Pietism, Rationalism, and Evangelicalism. Among others, the thought of Luther, Calvin, Loyola, Wesley, and Kant is considered.

Mr. Dunkelberger

333 Contemporary Religious Thought

Critical study of the primary theological literature of nineteenth and twentieth century Europe and America. Contrasts and continuity of themes, constitutive ideas, and movements in representative works by Schleiermacher, Kierkegaard, Bultmann, Tillich, Buber, Bonhoeffer, Altizer, Daly, and others are examined for the purpose of determining the basic presuppositions underlying the various texts.

Mr. Loose

464 Individualized Study for Majors

Under the direction of a member of the Department and in accordance with regulations adopted by the Department for majors a course of directed study and research.

Staff

Sociology and Anthropology

Professor W. Hook

Associate Professors Emmons and D. Hinrichs
(*Chairperson*)

Assistant Professors Freymeyer and Loveland
Adjunct Instructors Moayed and E. Siegel

Overview

Studies in the Department are directed toward understanding social organization and action and the role of culture in conditioning human behavior. Reflecting the diversity of perspectives in sociology and anthropology, the courses present various, sometimes conflicting approaches. Some perspectives start with individuals in interaction with each other and focus upon how they develop meaningful social relationships, groups, and institutions. Other approaches focus upon the molding of individuals by various institutions, groups, and cultures or upon the functional or conflict relationships among various classes and subcultures. By emphasizing the scientific and comparative study of social institutions and cultures, the Department seeks to broaden the students' discernment and to increase their competence in dealing critically and constructively with social problems and programs for social change.

The Department's goals are to contribute to the liberal arts education at Gettysburg College, to provide a solid academic foundation in sociology for students interested in graduate study, to assist students in meeting their academic and career needs, and to acquaint all students who take our courses with the sociological perspective. The courses reflect the diversity of perspectives in sociology as a discipline and cover the core subject matter of the field. Students can also receive a basic orientation to anthropology.

The Department averages about 25 majors a year. These majors go on to graduate school in social work, sociology, urban planning, law, communication, law enforcement, criminology, anthropology, health care, theology, and library science and careers in teaching, business, and fields related to the graduate programs cited. The Department has an active chapter of Alpha Kappa Delta, the Sociological Honor Society. The faculty is firmly committed to experiential learning and a wide range of internships are available to interested students. Field trips and travel seminars are also an ongoing part of the departmental program. An effective Student-Faculty Liaison Committee operates within the Department to provide a means to respond to the particular needs and interests expressed by students.

Requirements and Recommendations

Sociology 101 is normally a prerequisite for all other sociology courses; and Anthropology 103 is considered a prerequisite for all other anthropology courses except 102. However, these prerequisites may be waived with permission of the instructor for students with some social science background. Exemption from Sociology 101 is possible through satisfactory performance in a written examination.

Students majoring in the Department will take a minimum of nine courses. Students must take Sociology 101, 302, 303, 304, 400, and one course in Anthropology. None of these courses may be taken S/U. Additionally, students must select a minimum of three courses from the remaining fall and spring semester departmental offerings except Sociology 301, 450, and 470. One of these three courses may be taken S/U with the consent of the adviser. The Department faculty recommend that in selecting electives toward the major, students carefully consider the following courses which are central to the discipline of Sociology: 202, 203, 206. Those majors who are interested in pursuing an Anthropology concentration may substitute, after consultation with the adviser and department chairperson, certain courses taken at Franklin and Marshall College in Anthropology for Sociology 303, 304, or 400.

In response to varying needs, interests, and expertise of individual students and staff members, the Department provides means for students to pursue independent research and studies through Sociology 450, 460 and J 90 in January; field work application or direct experience; and other opportunities to expand specialized interests. Sociology 460 or J 90 is a requirement for departmental honors, and students who want to be considered for honors should enroll in 460 or J 90 in addition to the six required courses listed above. Students are expected to take the Graduate Record Exam in Sociology (of the Educational Testing Service) so that the results are available prior to graduation.

Supporting courses for the major are normally chosen from the social sciences and the humanities. Mathematics 174 is recommended as preparation for graduate study in sociology.

Students who are not majors in the Department may minor in either Sociology or Anthropology. Six courses are required for the minor in Sociology. Students must take Sociology 101, 302, and 304. The remaining three courses may be elected from fall and spring term departmental offerings except Sociology 301, 450, 470, and Anthropology courses.

Six courses are required for the minor in Anthropology. Students must take Anthropology 102 and 103. Two additional courses must be elected from other Anthropology offerings (one of these may be Sociology 450, Individualized Study in Anthropology). One non-anthropology course must be selected from the list of courses that fulfill the non-western studies distribution requirement. One Sociology course must be selected from the following: 202, 205, 206, 208, 209, 302.

Distribution Requirements

All fall and spring semester courses except Sociology 204, 301, 302, 303 and Anthropology 102 may be used toward fulfilling distribution requirements in social science. All courses in Anthropology except Anthropology 102 may be used to meet the Non-Western culture distribution requirement.

101 Introductory Sociology

Study of the basic structures and dynamics of human societies and the development of principles and basic concepts used in sociological analysis and research. Topics will include culture, socialization, social institutions, stratification, and social change.

Staff

201 Issues in Contemporary Society

Survey of social problems and of responses to social issues in such areas as vested interests, inequality, deviance, population, communications, health care, and civil liberties. An on-going analysis of issues in the news is included.

Mr. Emmons

202 Wealth, Power, and Prestige

Examination of social ranking and rating systems. Topics include social classes, social mobility, economic and political power, and informal prestige and fame.

Mr. Emmons

203 Population

Analysis of the human population, its size, distribution, structure, and change from the demographic perspective. Topics include: fertility, mortality, migration, demographic measurement techniques, population trends, and population issues and policies. Alternates with Sociology 208. Offered 1982-83.

Mr. Freymeyer

204 The Sociology of Popular Culture

Analysis of popular culture as a reflection of society, a factor in socialization, and an economic institution. Topics include: rock music, television, films, sports and games, toys, holidays, comics and cartoons, graffiti, popular literature, and advertising. Does not fulfill distribution requirement in social science.

Mr. Emmons

205 Sociology of Religion

Examination of the relation of religion and society. Topics include: definitions and theories of religion, sociological analysis of historical and contemporary religious groups, religious organization and behavior, religion and morality, religion and social change, sectarianism, and secularization.

Mr. Hook

206 Sociology of the Family

Analysis of the structure and continuing processes of marital relationships in American society with relevant comparisons from other cultures. Topics include: choice of marriage partner, ethnic and status differences, sex roles, alternative life styles, and aging. No prerequisites.

Mr. Hook

207 Criminology

Introduction to and delineation of the field of criminology. The course begins with a discussion of criminal law and the extent of crime and continues with a comprehensive examination of police, courts, and corrections. Theories of crime causation, criminal behavior systems, and victimology are also examined.

Mr. Hinrichs

208 Community and Urban Life

Study of communities from a sociological perspective with a major emphasis on urban areas. Topics include: historical development of cities, development of suburbs, urbanism as a unique way of life, city planning, metropolitan dynamics, and urban problems. Alternates with Sociology 203. Offered in 1983-84.

Mr. Freymeyer

209 Racial and Ethnic Relations in America

Comprehensive study of ethnic and minority relations with case studies of black Americans, white Protestant Americans, American Indians, and Chinese Americans. Discussion topics include prejudice and discrimination, immigration and assimilation, anti-defamation, ethnic politics, and the structure of the ethnic community.

Mr. Emmons

212 Sociology of Deviance

Examination of the concept of deviance and exploration of the various sociological theories and perspectives for viewing deviant phenomena. Sociological, biological, and psychological theories of causation are examined. There will be an in-depth analysis of alcohol and drug use, variations in sexual behavior, child abuse, and skid row.

Mr. Hinrichs

218 Sociology of Work

Analysis of economic, social, and organizational aspects of American work organizations. Topics include: industrialization and the historical development of the American occupational structure, social organization of work, career patterns and development, the future of work organizations. Special attention is given to theories of alienation and work place democracy as a proposed solution to alienation.

Ms. Moayed

301 Sociology of Social Welfare

Discussion of the development of social work philosophy and practice with special attention given to its place in modern American society. Basic principles of social work are studied in relation to their operation in casework, group work, and community organization. Special areas of social work practices are examined. Does not fulfill distribution requirement in social science. Does not count toward the nine courses required for the major.

Ms. Siegel

302 Sociological Research Methodology

Examination of the research process, including planning and designing research and methods of collecting data. Fundamental issues of sampling, measurement, causality, and ethics will be considered for several techniques including survey research, participant observation, content analysis, and experiments. Does not fulfill distribution requirement in social science.

Mr. Freymeyer

303 Data Analysis and Statistics

Treatment of the analysis and reporting of quantitative data. The logic of data analysis, statistical techniques, and use of the computer will form the basis of the course. Does not fulfill distribution requirement in social science.

Mr. Freymeyer

304 The Development of Sociological Theory

Examination of the ideas and important contributions of selected theorists in the development of sociological thought. Special emphasis is given to Max Weber, Emile Durkheim, Karl Marx, George H. Mead, Talcott Parsons, and Robert Merton.

Mr. Hook

400 Seminar

Intensive investigation of one sociological topic under the direction of a member of the Department. The particular seminar topics for each semester will be announced prior to preregistration for the next academic year. The seminar is intended primarily for senior majors, but is open in special cases to juniors or well-qualified students majoring in other departments.

Staff

450, 470 Individualized Study

Independent study in fields of special interest outside the scope of regular course offerings. The consent of the Department is required.

Staff

460 Research Course

Individual investigation of a research topic in sociology or anthropology in the student's special area of interest under the guidance of a faculty member. The topic must be approved by the Department. The project culminates in written and oral presentations of a formal paper to the faculty. This is required for departmental honors and is open to juniors and seniors only.

Staff

Anthropology

102 Introduction to Bio-Cultural Anthropology

Survey of the major biological and cultural changes comprising human evolution. Topics discussed include: evolutionary theory, primatology, human paleontology, archaeology, old and new world prehistory, hunter-gatherers, sociobiology and race. Does not fulfill distribution requirement in social science or Non-Western studies.

Mr. Loveland

103 Introduction to Social-Cultural Anthropology

Comparative study of human social and cultural institutions utilizing a series of ethnographies of non-western cultures at different evolutionary levels. The concepts, methods, theories, and history of the discipline will be discussed.

Mr. Loveland

211 American Indians

Introduction to the traditional aspects of Native American cultures by examples drawn from the major culture areas of the Americas. The present day situation of Native Americans will be discussed.

Mr. Loveland

215 Culture and Personality

Examination of the influence of culture in shaping the personality of the individuals in non-western societies. The course will include the following: psychoanalytic theory, dreams, cross-cultural research, socialization, personality development, modal personality, mental illness, and the effects of social change upon personality. Ethnographic examples from a variety of cultures will be utilized. Alternates with Anthropology 220.

Mr. Loveland

216 Introduction to Medical Anthropology

Study of systems of belief and knowledge utilized to explain illnesses in various cultures and attendant systems of curing. Topics discussed include: hallucinogens, shamanism, curing, sorcery, witchcraft, herbal medicines, and the modern American medical system. Ethnographic examples are drawn from a variety of cultures.

Mr. Loveland

220 World Cultures

Comparative analysis of societies in different areas of the world with respect to a particular problem. The current focus is religion and culture. Ethnographic examples used in the course will include: Bushman, Eskimo, Mundurucu, Ndembu, Rama, Seneca, and other selected societies. Alternates with Anthropology 215. Offered in 1982-83.

Mr. Loveland

Spanish

Associate Professor Hernández (*Chairperson*)

Assistant Professors Burgess, C. Hendrickson, Kostopulos,

Olinger-Rubira, and Weaner

Instructor Shelly

Adjunct Professor Díaz

Overview

The ability to speak and understand a language other than one's own, and to have insight into the artistic and cultural heritage of other peoples of the world is considered an integral part of a liberal arts education. The Department, through a strong core of basic courses, gives students facility in the use of spoken and written Spanish and some knowledge of its literature and cultural history. The oral-aural method of modern language teaching is stressed in the classroom and all courses are conducted in Spanish. Laboratory facilities in the Library Learning Center complement classroom instruction. The first year language courses require one hour a week in the laboratory.

Advanced level courses in literature and civilization are designed to give students an in-depth understanding and appreciation of the literature and cultures of the Hispanic peoples. Students are encouraged to study in a Spanish speaking country and opportunities are offered through January Term courses or Junior year abroad programs with approved colleges.

Courses in the Department provide sound preparation for graduate study, teaching, or careers in government, business, or social work. Since the largest minority group in the United States is Spanish speaking, the Department feels that a knowledge of Spanish and an understanding of the Hispanic cultures is of increasing importance.

Requirements and Recommendations

Requirements for a major in Spanish include 8 courses above the 206 level. Specific requirements include Spanish 301, 302, 305, 306, 307. One January Term and one individualized study may be counted toward the major. These requirements may be waived at the discretion of the Department.

Requirements for a minor in Spanish include 6 courses above the 202 level, and must include Spanish 301-302, and no more than one course from 205, 206, and 245. Students may include Spanish 202 for the minor, if they have begun language study at the elementary or intermediate level at Gettysburg College.

Distribution Requirements

Prior to their first registration at the College, all students receive pre-registration materials which give detailed instructions on language placement and fulfilling the distribution requirement in foreign languages. The following courses may be counted toward the distribution requirement in literature: Spanish 205, 206, 305, 306, 307, 320, 321, 322, 324, 325, 326. Some courses to be used toward this requirement are offered in January.

The distribution requirement in foreign languages may be fulfilled by successful completion in Spanish 201-202, 205, 206 or a course at the 300-level or above. Achievement equivalent to 201-202 may be demonstrated by an Advanced Placement Examination or a Departmental Qualifying Examination given during the initial week of fall term. Spanish 205 or 206 satisfy the foreign language requirement and at the same time count toward the literature requirement. The courses, which are complete as individual units, emphasize intensive reading of complete works in literature for comprehension and analysis of style. Students who choose this alternative should have adequate preparation in reading of significant amount of prose of various literary periods. A student who shows unusual proficiency in 201 may, with the consent of the Department Chairperson, take 206 and thereby fulfill the language requirement and half the literature requirement.

Special Facilities

Language Laboratory in Musselman Library Learning Resources Center.

Special Programs

See *Junior Year Abroad*.

101-102 Elementary Spanish

Elements of understanding, speaking, reading, and writing Spanish. Use of language laboratory is required. Enrollment limited to those who have never previously studied Spanish.

Staff

103-104 Fundamental Spanish

Fundamentals of understanding, speaking, reading, and writing Spanish. Use of language laboratory is required. Enrollment is limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

201-202 Intermediate Spanish

Practice in oral and written expression, grammar review, readings, and discussions of Spanish writing as contact with Hispanic Culture. Enrollment is limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

205-206 Readings in Spanish and Spanish American Literature

The course is conducted in Spanish with the dual objective of comprehension of material and reading of Spanish and Latin American literature of cultural and literary merit. Enrollment is limited to students who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

245 Spanish Conversation

Conversation course beyond the intermediate level with emphasis on everyday, applied usage of the language for nonliterary purposes. *Prerequisite:* successful completion of the language requirement. Limited enrollment of twelve students. Does not count toward the major; does count toward the minor. To be offered annually, fall term.

Staff

301, 302 Spanish Composition and Conversation

Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level.

Staff

305, 306 History of Spanish Literature: Origins to 1700; 1700 to Present

Development of the poetry and the prose, the literary features of the masterpieces of the literature of Spain from the eleventh century to the present. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. 305 Spring of 1983; 306 Fall of 1983.

Staff

307 History of Spanish-American Literature

Study of the essay, short story, and poetry of Spanish-America from the Pre-Columbian era until today. Readings and discussions of the masterpieces of the last five centuries. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered Fall 1982; Spring 1984.

Staff

310 Spanish Civilization

Study of the history, art, society, politics, and economy of Spain from the earliest times to the present. Fulfills the distribution requirement in history, philosophy, or religion. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1983-84.

Staff

311 Latin American Civilization

Study of the history, art, society, politics, and economy of Latin America, from Pre-Columbian times to present. Fulfills distribution requirement in history, philosophy, or religion. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1982-83.

Staff

312 Latin American Civilization (in English)

History of Mexico, Central America, and South America from Pre-Columbian times to the present. The dynamics of contemporary life will be seen through the meeting of two major cultures, the Iberian and the indigenous. Readings and discussion will be done in the areas of history, art, religion, economy, and social change of selected countries. Fulfills distribution requirement in history, philosophy, or religion. *Prerequisite:* interest in understanding other societies of this small world. Alternate years. Offered 1983-84.

Staff

320 Lyric Poetry

A study of Spanish lyric poetry through the ages. The course will concentrate on the interrelationship of form, content, and idea, noting major influences upon the poetry of each period. Appreciation is considered a major goal of this course and much poetry will be read orally and discussed. Alternate years. Offered 1983-84.

Staff

321 Prose of the Golden Age of Spain

Spanish prose masterpieces, principally the novel with special emphasis on Cervantes. Alternate years. Offered 1982-83.

Staff

322 Theatre of the Golden Age of Spain

Development and characterization of the Spanish Theatre with emphasis on the three masters: Lope de Vega, Tirso de Molina, and Calderón de la Barca. Alternate years. Offered 1983-84.

Staff

324 Contemporary Spanish-American Novel and Short Story

A study of the works of representative twentieth century Latin American novelists and short story writers of social and literary importance. Alternate years. Offered 1982-83.

Staff

325 Nineteenth Century Spanish Prose

Studies in the essay, drama, short story, and novel romanticism, costumbrismo, realism, and naturalism. Alternate years. Offered 1983-84.

Staff

326 Twentieth Century Spanish Prose

Studies in the essay, drama, short story, and novel beginning with the "Generación del 98" and ending with post Civil War Literature. Offered 1982-83.

Staff

400 Seminar

Intensive study of a particular aspect of Spanish or Latin American literature, civilization, or culture to be determined by the instructor in consultation with students and intended for upperclass majors. *Prerequisites:* Permission of the instructor and approval of the Department Chairperson. Offered every year.

Staff

Individualized Study

Guided reading or research under the supervision of a member of the staff. *Prerequisites:* Permission of the instructor and approval of the Department Chairperson.



GETTYSBURG

Campus
Life

Introduction to the Campus Life Program

The campus life program of Gettysburg College, like the academic program, is directed toward the single purpose of enhancing the student's liberal education. The academic program is indeed central, but the residential, religious life, and extracurricular programs provide for the fullness of experience that gives added meaning to the academic. This commitment to fullness of experience means that the entire campus community—faculty, students, and administration—share a concern for, and involvement in, the campus life program.

Living Accommodations

A student's room is a study as well as a place for rest and relaxation. Gettysburg College considers living in College residences to be an important part of a student's total college experience. Therefore, all students in the campus community (except married students and students living with their families) are required to live in a College residence hall or fraternity unless they have special permission from the Office of the Dean of Student Life to live in off-campus housing. Recently the percentages of students, by class, living in various types of housing were:

Women

	On Campus	Off Campus
Freshmen	100%	0%
Sophomores	99%	1%
Juniors	82%	18%
Seniors	39%	61%

Men

	On Campus	Off Campus	Fraternities
Freshmen	100%	0%	0%
Sophomores	50%	4%	46%
Juniors	31%	23%	46%
Seniors	13%	40%	47%

Residence Halls

The majority of students at Gettysburg College live in College residence halls. Carefully selected student resident advisers and residence coordinators work closely with these students, assisting them in planning a variety of programs for the residence halls and helping them resolve problems in group living. Students are encouraged to take responsibility for residence hall governance. Students work with faculty members and members of the administration in setting the regulations which apply to all College residences.

The College offers a variety of residential options, including opportunities for special interest housing for those students who wish to live together and work on a project of mutual interest throughout the academic year. There are both large and small residential units. Some house freshman men or women only; others house men or women of all classes. Some house men and women on

alternate floors. Most student rooms are arranged for double occupancy. There are a few singles and some large enough to accommodate three or four persons. Each student is provided with a single bed and mattress, a dresser, and a desk and chair. Students provide their own pillows, bedding, spreads, study lamps, and window curtains. Students may, through the Gordon-Davis Linen Supply Company, rent for an annual fee, bed linen, towels, pillows, blankets and bed spreads; weekly laundry of the linen and towels is included in the rental fee. Coin operated washing machines and dryers are available on the campus for student use. The use of television sets and refrigeration units is permitted in student rooms; refrigeration units may have a capacity of not more than 3 cubic feet. Rental units are available. Cooking units are not permitted in rooms.

Fraternity Houses

On and surrounding the Gettysburg College campus, there are twelve fraternity houses. These houses provide living, study, and eating facilities for the members of each social group. Fraternity officers act as residence advisers in the houses.

Dining Accommodations

All freshman and sophomore students must take their meals at the College Dining Hall with the exceptions of those living at home and of fraternity members and pledges who may choose to take their meals in fraternity houses. Juniors and seniors have the option of taking their meals in the Dining Hall on an individual meal or term basis or they may eat elsewhere.

Religious Life and Chapel Programs

The Gettysburg College Chapel Programs offers students opportunities to grow in the understanding and practice of their own religious traditions, to appreciate the religious traditions of others, and to better understand and integrate the relationship between faith and reason. Completely voluntary, the Chapel Program attracts students and faculty members of various religious backgrounds, provides spiritual nourishment, and assists in the exploration of religious disciplines.

Corporate worship is an important part of the Chapel offerings. Students from a variety of traditions join together in worship at Christ Chapel each Sunday. Led by the college chaplains, the service often features noted speakers. The Chapel Choir offers anthems and liturgical music, and students often assist in the worship. In addition to the College Chaplains, a Roman Catholic priest is available to students and holds Mass on Saturday evenings and Wednesday afternoons. A Quaker service is held in the Planetarium each Sunday morning. Students are also welcomed in the various churches of the Gettysburg community, and local ministers participate in Chapel worship through the year. Other worship opportunities on campus include the *Morning Light* service of readings, prayer, silence, and music offered weekdays before classes and the Wednesday Evening Communion Service in Christ Chapel.

The Chapel Programs are coordinated by the Chapel Council—a voluntary group of students from all classes. Meeting weekly, these students examine discipleship in light of current issues. Guest resource persons, films, and group discussions enhance these meetings. Committees of the Chapel Council also include The *Tutorial Program* which arranges for students in local schools to be tutored by Gettysburg students; The *Community Services Program* which involves students in visitation to local homes for the aged and mentally handicapped; The *Big Brother/Big Sister Program* in the Gettysburg community; The *Social Justice Committee* which examines a commitment to human rights issues; The *Worship and Music Committee* which plans for services in Christ Chapel; The *Lecture Committee* which sponsors outstanding speakers and a *Visiting Theologian's* visit each year, and *Junto*—a journal of student opinion published regularly throughout the year.

Other offerings of the Chapel Program include annual field trips to investigate the work of the Church in an urban setting and *Awareness Trips* jointly sponsored with the Sociology department. Recent trips have included visits to Appalachia, John's Island, South Carolina, and month-long January Term expeditions throughout the south and to Indian reservations in the west. The Chaplains also administer a program of *Service/Work/Study Internships* during the January Term utilizing the world wide structure of the Lutheran Church in America. Students have also volunteered to staff *Sarah House*, a shelter for homeless women in Washington, D.C., twice a month.

Communities Of Risk—groups of up to ten students and a resource person—covenant to meet for one overnight each week at the Dean's Conference House and explore more fully what it means to be human and in community. *Search* is a common interest group similar to *COR* but with the specific goal of examining Christian community. *Pre-Seminary Students* meet monthly to support each other and work towards a Church profession. *Chai* is a common interest group for persons interested in Jewish culture and meets for social activities and a deeper appreciation of Judaism. Also on campus, *Inter-Varsity* and *Fellowship of Christian Athletes* meet for fellowship and renewal.

Through these programs—and those that evolve to continually meet the needs of the Gettysburg College community—and through the personal relationships established by the Chapel staff, the College provides an opportunity for the student who desires better to understand and to practice his or her religious commitments while attending Gettysburg.

Student Conduct

Every community has certain regulations and traditions which each member is expected to abide by and uphold. Consequently, the student who fails to support the objectives of Gettysburg College forfeits his or her right to continue to attend the College. The College reserves the right to dismiss any student whose conduct is detrimental to its welfare or whose attitude is antagonistic to the spirit of its ideals. Such an individual forfeits all fees which he or she has paid. Living groups or organizations formally approved by the College are subject to the same regulations as individual students.

Believing that it is sensible and proper for all students to be fully aware of their obligations and opportunities as Gettysburg College students, the College publishes a statement entitled, "The Rights and Responsibilities of Students." This document is the result of discussions and conclusions reached by a student-faculty-administrative committee. It deals with such questions as the academic, citizenship, and governance rights and responsibilities of students. Ultimately, the final statement was approved by the Gettysburg College Board of Trustees. It is published annually in the *Student Handbook*.

Before a student decides to apply for entrance into Gettysburg College, he or she should be aware of the rules governing student conduct. A complete copy of the rules and regulations may be obtained by writing to the Dean of Student Life. Several of these are listed below for the benefit of prospective students.

Alcohol Policy Gettysburg College does not encourage the use of alcoholic beverages by students. In compliance with current Pennsylvania laws, the College does not approve the consumption of alcohol by students (or their guests) who are under the age of 21, on or off the campus.

Although it is neither possible nor legal for the College administration to police all of its premises at all times, the Student Life Council and the administration will effect reasonable guidelines to assure that students are aware of their legal obligations, and that inappropriate behavior related to the furnishing or consumption of alcoholic beverages results in appropriate disciplinary proceedings and penalties.

On-campus drinking is limited to residential living units and to other areas identified as acceptable for this purpose by the College administration. Drinking or carrying of open containers of alcoholic beverages outside of these specified areas is strictly forbidden.

College Policy on Drugs and Narcotics Illegal possession or use of drugs or narcotics is cause for disciplinary measures, including suspension, by the College.

Visitation Hours Policy The College recognizes a natural desire on the part of many students to entertain and mix socially with members of the opposite sex. For this reason the College supports visitation privileges in campus residences. At the same time, the institution has a positive obligation to protect the right of the individual to reasonable privacy because the learning process depends on extensive reading and thinking in solitude; residence halls are one of the appropriate places for study.

In order to provide an environment appropriate for students with diverse interests, the College offers three options for visitation hours in College residences:

Option I: Visitation in private quarters limited to the following hours:
Sunday-Thursday 10:00 a.m.-12:00 midnight
Friday & Saturday 10:00 a.m.-2:00 a.m.

Option II: Visitation in private quarters limited to the following hours:
Sunday-Thursday 10:00 a.m.-12:00 midnight
Friday & Saturday not restricted

Option III: Visitation in private quarters not restricted

Comparable residential areas will be designated, based on student interest, for each of the options prior to room selection. The availability of Option I for all students requesting it is guaranteed. Fraternities may vote to regulate visitation hours within their houses. In addition to those hours specified above, visiting in designated public areas of all residences may take place at any time the living unit is open.

Student Government

The faculty and administration believe that the College should promote the development of responsible citizenship; to this end, students are encouraged to express opinions, to initiate action, and to develop critical judgment.

Students participate in College governance by serving on various College, class, and faculty committees; through participation in Student Senate, class, residence hall, or fraternity meetings; and by exercising their right to vote in various campus elections. Some of the more important College agencies which involve students are described in the paragraphs which follow.

Student Life Council The Student Life Council is an organization composed of members of the student body, faculty, and College administration. This Council has responsibility for studying matters and developing policies pertaining to student life and student conduct. Business may be brought to the Council or legislation proposed by any member of the College community. Major issues are debated in Student Senate and in faculty meetings before resolution by the Council. The Council's decisions are reviewed by the President and, at the President's discretion, by the Board of Trustees prior to implementation.

Student Senate The Student Senate, the principal unit of student government, works in cooperation with the administration and faculty to bring to the campus community a well-organized and democratic form of student government. It represents the students in formulating many College policies and works to promote cooperation among administration, faculty, and students. Members of the Senate also work with the College administration in planning improvements in the area of student life, designating student representatives to attend faculty meetings, and in approving student appointments to many faculty and College committees. The Senate also nominates students for service on certain committees of the Board of Trustees. The Senate conducts class elections, nominates candidates for outstanding achievement awards, and works with other College groups to plan such campus activities as Homecoming. Another important function of the Student Senate is to allocate funds from the Student Chest to student organizations on campus.

The Senate is presently composed of sixteen voting members. Senate meetings are held weekly and are open to any student who wishes to attend, to present ideas, and to participate in discussions.

The Honor Commission The Honor Commission is a student organization which was authorized by the constitution of the Honor Code adopted at Gettysburg in 1957. The Commission is composed of ten students, aided by three case investigators, six faculty advisers, and a member of the staff of the Office of Student Life. It is their function to promote and enforce the Honor Code at Gettysburg College, to secure the cooperation of students and faculty to these ends, and to adjudicate allegations of Honor Code violations.

An extensive program has been instituted to acquaint incoming students with Gettysburg's Honor Code. Started during the summer with orientation correspondence, the program is culminated in the fall with an explanation of the Honor Code's precepts, followed by a required test on its procedures and principles. The Commission also strives to reinforce the principles of the honor system within the entire student body. More information is available in a separate booklet published by the Honor Commission. Those interested in receiving a copy should write to the Dean of Educational Services.

Student Conduct Review Board This committee handles student violations of College policies, including individual or group violations of College rules. The Board is composed of the president of Student Senate, representatives of the Interfraternity Council and Panhellenic Council, and other students elected by the student body. Members of the faculty and administration also participate as voting members on the Board. The rights of the accused, as well as the procedures of the Board, are found in the *Student Handbook*.

Interfraternity Council An important part of the responsibility for governing fraternities at Gettysburg College is assumed by the Interfraternity Council, an organization composed of the President and one representative from each social fraternity. This Council formulates and administers general regulatory policies by which fraternities must abide. It serves as the representative of the social fraternal groups to the student body, the College, and the community of Gettysburg. During the school year the IFC sponsors a variety of campus social and social service activities.

Panhellenic Council Important responsibility for governing the sorority system at Gettysburg College is assumed by the Panhellenic Council, to which each social sorority sends two student representatives. This Council establishes and enforces the Panhellenic "rushing" regulations and functions as a governing body in matters involving sororities and intersorority relations.

Cultural Activities

Lectures Through a lecture program, the College brings to the campus each year well-known scholars and outstanding figures in public life. In this way, the College extends the student's view beyond the confines of the College community. In addition to the general lecture series sponsored by the College, the following special lectures are given regularly:

The Robert Fortenbaugh Memorial Lectures An endowment provided by Clyde E. (1913) and Sara A. Gerberich supports a series of lectures and other programs in the Department of History. The lectures are dedicated to the memory of Dr. Robert Fortenbaugh (1913), who served the College for thirty-three years as Chairman of the Department of History. Each year an authority on the Civil War period has lectured on a topic related to those years. These public lectures are presented in November to coincide with the anniversary of Abraham Lincoln's Gettysburg Address.

Musselman Visiting Scientist A fund provided by the Musselman Foundation in honor of Dr. John B. Zinn, former Chairman of the Chemistry Department, supports an annual three-day visit by a renowned scientist to the Chemistry Department.

Stuckenberg Lecture A bequest from Mary G. Stuckenberg in memory of her husband, the Rev. J. H. W. Stuckenberg, enables the College to sponsor a lecture in the area of social ethics.

Bell Lecture A fund from the estate of the Rev. Peter G. Bell (1860) was given to the College to establish a lectureship on the claims of the gospel ministry on college men. The main object of this fund is "to keep before the students of the College the demand for men of the Christian ministry and the condition of the age qualifying that demand."

The Henry M. Scharf Lecture on Current Affairs A fund provided by Dr. F. William Sunderman (1919) in memory of Henry M. Scharf, alumnus and member of the College's Board of Trustees from 1969 to 1975, is used to bring a recognized authority or scholar to the campus each year to speak on a subject of timely interest.

Performing Arts

The College encourages students to participate in various performing arts and provides an opportunity for those with special talent to develop and share that talent. Each year recognized professional groups and individuals present to the campus performances of dance and drama, as well as vocal and instrumental music.

The Gettysburg College Choir Internationally recognized, it appears at special services and gives concerts on campus. Each year it makes a ten-day concert tour, presenting concerts in churches and schools. Choir members are selected through auditions.

Chapel Choir During the year it performs at chapel services, special services, and concerts. Members are selected on the basis of ability and willingness to meet the rehearsal and service requirements.

Women's Chorus The Women's Chorus exists to give those who so wish an opportunity to sing music written for women's voices. This group investigates and performs the best literature of this genre. The Women's Chorus also presents several concerts throughout the year and participates with the College and Chapel Choirs in oratorio and festival type works with orchestra.

Chamber Choir A sixteen-member vocal ensemble studying vocal and choral techniques, repertoire and performance practice. Bachelor of Science vocal majors are required to participate. All other choir members are eligible to audition for membership.

Band The Gettysburg College Band opens its season with a marching band camp in preparation for performances at football games, pep rallies, parades, and convocations. The Band also hosts an annual High School Band Day at a home football game.

At the conclusion of marching band season symphonic band rehearsals begin. Besides home concerts, an annual tour is taken to nearby communities and neighboring states.

The offering of small ensembles remains a vital segment of the overall instrumental program. Clarinet choir, brass ensemble, and jazz ensemble are open for membership to Band members and meet on a weekly basis.

Orchestra The Orchestra performs concerts throughout the academic year. Membership is open to all students who have the necessary proficiency. Auditions are held at the beginning of each school year.

The Owl and Nightingale Players Each year this distinguished group of performers stage three major productions under the leadership of the College's Director of Theatre Arts. Their program is a varied one: each four-year season usually includes plays by Shakespeare, Shaw, Moliere, and O'Neill, as well as Broadway musicals and works by contemporary dramatists. On occasion, productions are toured to regional schools and to other college campuses.

Laboratory Theatre Lab Theatre produces a dozen one-act plays each year, many of which are frankly experimental and some of which are the work of campus playwrights.

Otherstage In addition to sharing the facilities of the black box Studio Theatre with Lab, this troupe performs its short plays at other areas both on campus and in the community. Their work encompasses Lunchtime Theatre, Street Theatre, and Children's Theatre.

In each of the theatre groups, students are afforded the opportunity of gaining experience in all areas of theatre, from acting and directing to scene design, lighting, and costuming.

Gettysburg Summer Theatre Now in its fourteenth season of offering cultural stimulation as well as refreshing entertainment to both campus and community, the Theatre, with its company of professional performers, provides the focus for the Theatre Practicum. This is a college credit course: students herein enrolled serve in supporting roles and assist in the technical aspects of the theatre's life. The company offers an interesting balance of modern classics, Broadway and Off-Broadway hits, and avant garde works not generally performed in summer theatre.

Artist-in-Residence During the year, usually in the January Term, the College invites professional performing artists to the campus for one-month residencies. Drawn from music, theatre, and dance, the Artists-in-Residence, work with interested and talented students in workshops as well as in rehearsals and, ultimately, in performance.

Student Communication Media

Every community needs to keep its members in contact with each other and with the rest of the world. On the Gettysburg campus student communication media not only inform the members of the community, but also afford students an opportunity to express their ideas effectively and to learn the practical necessities of producing newspapers, radio broadcasts, magazines, and yearbooks.

The Gettysburgian The College newspaper is staffed by students who are responsible for editing, feature writing, news writing, layout, personnel management, subscription management, and circulation. This newspaper is published weekly and carries news, feature articles, and editorials concerning activities on and off campus.

The Mercury The poems, short stories, and illustrations published in *The Mercury* are contributed by students. The student editorial staff encourages creative writing within the campus community.

The Spectrum A pictorial essay of life on campus is featured in the College yearbook. Staffed by students, the yearbook offers the opportunity for creativity in design, layout, photography, and writing. *The Spectrum* covers the full academic year, including commencement weekend. It is mailed to graduating seniors and distributed to underclassmen early in the fall term.

WZBT The College radio station (91.1 megacycles) has been the voice of the campus for many years. WZBT operates as a noncommercial, educational FM radio station over the public airwaves and under FCC regulations. The station is student staffed and broadcasts a variety of programs from its fully equipped studios in the College Union. WZBT is organized like a professional radio station and offers positions for announcers, disc jockeys, newscasters, engineers, music librarians, and typists, as well as jobs in production, continuity, and advertising. A student Executive Committee supervises the daily operation of the station, and a Board of Overseers composed of students, faculty members, and administrators, establishes general policy for the station.

Student Organizations and Activities

Phi Beta Kappa Phi Beta Kappa, established on the Gettysburg College campus on January 11, 1923, is a national academic honorary fraternity. Normally not over ten percent of the senior class may be elected to membership each year. Candidates must show promise of both intellectual and moral leadership. They must show evidence of a liberal program of study and a distinguished academic record. Gettysburg College faculty members and administrators who belong to Phi Beta Kappa elect students to the Gettysburg Chapter.

Departmental, Professional, and Honorary Societies

Alpha Kappa Delta: national sociological honor society

Alpha Phi Omega: service fraternity

Alpha Psi Omega: national dramatic honor fraternity

American Marketing Association: organization for students interested in economics and business administration

Association of The U.S. Army: national military professional organization

Beta Beta Beta: national honorary society for students of biology

Delta Phi Alpha: German language society

Eta Sigma Phi: undergraduate fraternity for students of the classics

Hispanic Culture Society

Music Educators' National Conference: organization for future music educators

Phi Alpha Theta: fraternity for majors in history
Phi Mu Alpha: music fraternity
Phi Sigma Iota: national foreign language honorary
Physical Education Majors Club
Pi Lambda Sigma: fraternity for majors in political science, business administration, and economics
Psi Chi: national honorary society for students of psychology
Sceptical Chymists: organization of students in chemistry
Sigma Alpha Iota: music fraternity
Society for Collegiate Journalists
Sociology Club

Society for Physics Students: student section of the professional society, affiliated with the American Institute of Physics; open to all students interested in physics.

Social Fraternities and Sororities On the Gettysburg College campus there are twelve men's social fraternities and seven women's sororities. All of these groups are nationally affiliated. These fraternal groups extend invitations for membership after a "rushing" period which takes place at the beginning of the spring term. Each of these groups recognizes that the primary purpose of the College is academic; thus, each fraternal group encourages good scholarship.

Women's Sororities

Alpha Delta Pi
 Alpha Xi Delta
 Chi Omega
 Delta Gamma
 Gamma Phi Beta
 Sigma Kappa
 Sigma Sigma Sigma

Men's Fraternities

Alpha Chi Rho
 Alpha Tau Omega
 Lambda Chi Alpha
 Phi Delta Theta
 Phi Gamma Delta
 Phi Kappa Psi
 Phi Sigma Kappa
 Sigma Alpha Epsilon
 Sigma Chi
 Sigma Nu
 Tau Kappa Epsilon
 Theta Chi

College Union

College life is not solely a series of treks from the classroom to the dorm to the cafeteria and back to the dorm again. A chance to relax, to enjoy some light entertainment, to get a cup of coffee, or to share conversation with friends, faculty, and administrators in an informal atmosphere is available at the College Union. For student use and enjoyment the College Union provides the following facilities:

Information Desk
Bullet Hole—available for a snack or a break from routine meals
Bookstore—a student-oriented store, moderately priced; open Monday-Friday 9-5
Games Room—offers pinball, billiards, air hockey, electronic tennis
Gangplank—a place to study, socialize, listen to a jukebox or watch the Marx Brothers movies while munching on snacks and drinking sodas. Located in the Plank Gym. It's open T, Th, F, Sat. evenings from 6-11
Dark Room—for student use only; under supervision of Photography Club
Ballroom—seats 2,000 and is the scene of dances, concerts, plays, and lectures
Table Tennis and Shuffleboard—located in rear ballroom
Swimming Pool
Bowling Lanes
Reading Lounge
Television Lounge
Art Gallery—located in upstairs lounge
Display Showcases
Meeting Rooms
Student Government Offices

At the College Union Information Desk the College Union professional and student staff provide the following services:

Campus and Community Information
Travel Information
Xerox and Mimeographing Services
Lost and Found
Sign Press for Publicity & Posters
Lock Rental for Locker Rooms

Newspapers (subscriptions)
 In the area around the Information Desk the following additional services are available:

Weekly Calendar of Events—a list of activities occurring on campus during the week
Bulletin Boards—organizational space may be arranged through the Scheduling Coordinator
Ride and Exchange Board—a service designed to make finding transportation easier
Potpourri—a daily sheet of news shorts created and typed by students

While the facilities and services offered by the College Union contribute largely toward making it a comfortable place for students to go, the programs, initiated by the student-composed College Union Board, reflect the Union's philosophy and goal to provide meaningful and enjoyable recreational, social, and cultural opportunities to complement the overall educational experience of being a student at Gettysburg College.

College Union Hours:

Monday thru Friday	8 a.m. – midnight
Saturday	8 a.m. – 1 a.m.
Sunday	noon – midnight

College Union Board Office
Radio Station—WZBT, 91.1 on your dial
Record Listening Rooms
Black Student Union
Emergency Phone System

Camping Equipment, Bike Rentals
Campus Director File
Campus Maps
Film Passes and Ticket Sales
Games Equipment Rental Meeting Room
Reservations (through Scheduling Coordinator)
Change Service

CAMPUS MAP

Administration Offices

	<i>Location</i>
President	Pennsylvania
Admissions	Eisenhower House
Alumni	Pennsylvania
Athletic Director	Bream Gym
Bursar	Pennsylvania
Business Manager	Pennsylvania
Chaplain	Christ Chapel
Career Services	Pennsylvania
College Relations	Pennsylvania
Counseling Services	Health Center
Dean of the College	Pennsylvania
Dean of Educational Services	Pennsylvania
Dean of Student Life	Pennsylvania
Development	Pennsylvania
Librarian	Musselman Library
Maintenance	West
Public Relations	Pennsylvania
Registrar	Pennsylvania
Student Senate	College Union

Academic Areas

Art	Schmucker
Biology	McCreary
Chemistry	Breidenbaugh
Computer Center	Glatfelter
Economics, Business Adm.	Glatfelter
Education	Stahley
English	Glatfelter
French	McKnight
German	McKnight
Greek	Weidensall
Health, Physical Ed.	Bream Gym, Plank Gym
History	Weidensall
Latin	Weidensall

Mathematics	Stahley
Military Science	West
Music	Schmucker
Observatory	West Field
Philosophy	Weidensall
Physics	Masters
Planetarium	Masters
Political Science	White House
Psychology	McCreary
Religion	Glatfelter
ROTC	West
Russian	McKnight
Spanish	McKnight
Sociology-Anthropology	McCreary
Speech	Glatfelter
Theatre Arts	Brua

Residence Halls

MEN

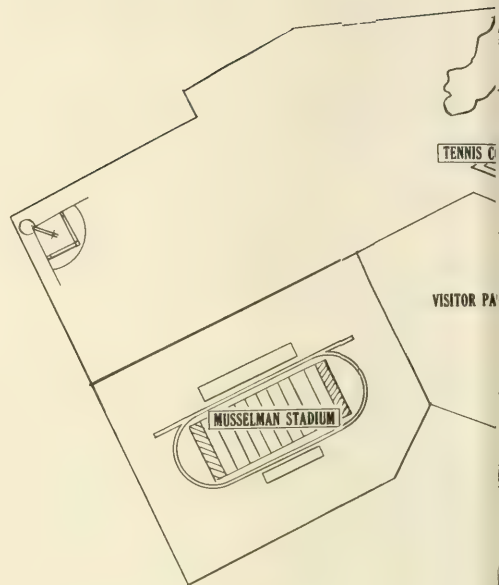
Apple
Apple Annex
Musselman
Patrick
Paul
Rice

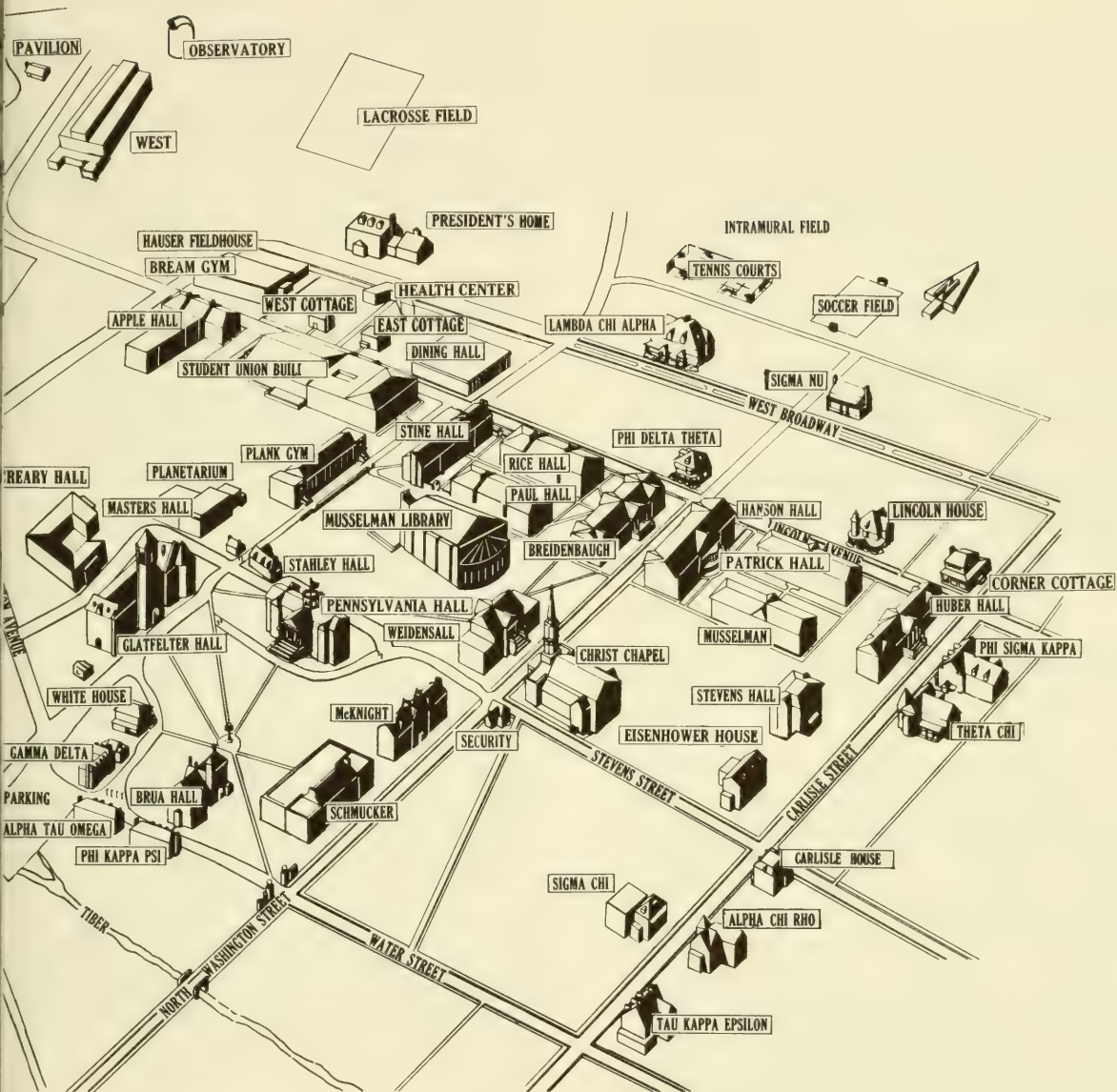
WOMEN

Apple
Apple Annex
Hanson
Huber
Musselman
Patrick
Rice
Stevens
Stine

Services

Bookstore	College Union
Health Service	Health Center
Post Office	Plank Gym
Snack Bar	College Union





Athletics

The College has an extensive program of intercollegiate and intramural athletics for men and women. It is possible for all students to participate in some supervised sport. For those with particular athletic skills and interest there are the varsity teams. For others there is the opportunity to participate in the intramural program, for which competitive teams are organized from fraternities, residence halls, and other groups. The possession of a College identification card guarantees free admission to all intercollegiate contests.

Intercollegiate Athletics Gettysburg College maintains membership in the National Collegiate Athletic

Association, the Eastern Collegiate Athletic Conference, the Middle Atlantic States Collegiate Athletic Conference, and The Association for Intercollegiate Athletics for Women.

The intercollegiate program includes teams for men, teams for women, and athletic teams for which both men and women are eligible. The breakdown is as follows:

	Men	Women	All Students
Fall	Football Soccer Cross Country	Field Hockey Volleyball Cross Country	
Winter	Basketball Swimming Wrestling	Basketball Swimming	Rifle
Spring	Baseball Lacrosse Tennis	Lacrosse Softball Tennis	Golf Track and Field

There is also an informal club for women in track and field. Some intercollegiate competition is available in this sport.

Intramural Sports The Council on Intramural Athletics and Recreational Activities operates extensive intramural programs for all students. This Council, composed of student, faculty, and staff representatives from the Health and Physical Education Department, the Interfraternity Council, the Student Senate, the Panhellenic Council, and the College Union Board, plans and promotes free, voluntary sport activities. For men, these include touch football, soccer, cross country, basketball, bike rally, wrestling, volleyball, swimming, bowling, billiards, table tennis, golf, badminton, tennis, softball, and track. Women students participate in intramural basketball, volleyball, swimming, bowling, table tennis, badminton, cross country, billiards, bike rally, tennis, and softball. Coeducational sports include volleyball, softball, and a bike rally.

Student Services

Deans' Offices The Office of the Dean of Educational Services, located in Pennsylvania Hall, is involved with many of the academic situations which students encounter. The reporting of academic deficiencies, and student petitions to the Academic Standing Committee are processed by this office. Working in conjunction with the individual student's adviser, the Deans assist students in making educational plans and solving academic problems.

The Office of the Dean of Student Life, also located in Pennsylvania Hall, assists students with residential life, fraternities, sororities, and adjudication of misconduct.

The Dean of the College, whose office is in Pennsylvania Hall, handles matters pertaining to faculty and academic programs. The Associate and Assistant Deans of the College supply information concerning January Term programs, medical and dental school admission requirements, and affirmative action.

Student Health Service The College maintains a health service for the benefit of all students. The objective of the health service is to maintain the physical and emotional well-being of the student and to provide necessary continuing medical care begun at home. Medical information and health records are not part of the student's College record and are confidential.

The health service requires that a questionnaire and physical examination be completed prior to entrance in the College. If the student has had any illness, surgical procedure, or injury which might modify or prevent his or her participation in physical education, the family physician must stipulate in writing the nature of the injury and the limitations on activity.

A twenty bed health center is staffed twenty-four hours daily by registered nurses and physicians. Students whose medical problems cannot be managed by the staff are referred to local specialists or the physicians chosen by the student or family. If serious illnesses or accidents occur, the family is notified by telephone.

Counseling Services

With the goal of promoting the emotional well-being of all members of the Gettysburg College community, the Counseling Services staff, located in the health center, offer a number of services and a wide variety of programs. These activities are concerned with helping students grow to become effective, self-directing adults, and with teaching them the skills necessary to deal with their personal problems and feelings so that they can benefit as much as possible from their educational experience.

One of the services offered by the College's professional counselors is individual counseling. They work with students in a confidential relationship teaching them how to approach their problems and how to resolve them. Some of the types of things students talk to counselors about are their morals and values, academic pressure, study habits, concerns about their sexuality, relationship issues, problems with friends and roommates, their goals and plans, difficulties at home, feelings of depression and lack of motivation, and how to become the kind of person they want to be. While much counseling involves solving problems and changing, its focus is often simply helping a student's learning to understand herself or himself better.

Counseling Services also offers a number of topic oriented group experiences which teach skills that students can use to improve their relationships on campus and assist them when they leave Gettysburg. Groups that are regularly offered are Communicating Confidence (Assertiveness Training), My Partner and Me (Communication Skills for "Committed" Couples), Relax and Take It Easy, Study Skills, and Slim Chance in a Fat World. Other group experiences are created based on campus need and interest.

When appropriate, the Counseling Service also functions as an information and consulting service working with students and others on a variety of campus programs and projects to improve the environment. Members of the Counseling staff teach, conduct research, and work closely with faculty, administration, and parents on issues of student concern.

All Counseling Service activities are free and are available to Gettysburg College students. It is the Counseling staff's desire that their services complement the College's academic program and their hope that for some students they will be an integral part of their educational experience.

Career Services Office

The Career Services Office seeks to perform two primary functions: 1) to assist students in making and acting on career decisions; 2) to promote an awareness of Gettysburg College and a receptivity to Gettysburg students among individuals and organizations beyond the campus community. Relatedly, the office provides a variety of programs and services to support students in the planning and implementation of the next step after graduation. Group-based sessions covering topics such as career planning, job hunting techniques, and resume writing are offered regularly, and individual assistance is also available. A library of career information, including employer literature, graduate school directories, and self-instructional materials is maintained for students' use. Seniors may take advantage of interview opportunities provided by employer and graduate school representatives who visit the campus annually.

All students are encouraged to become involved with the career services program early in their college careers to learn more about both the relationship between the liberal arts and career development and some means of working toward a satisfying post-graduation involvement.

Financial Aid

Details about Financial Aid procedures are found in the Student Financial Aid section of this catalogue.

Facilities

Gettysburg College has a 200 acre campus with 44 buildings that provide excellent facilities for all aspects of the College programs. These buildings range from the original College building, Pennsylvania Hall (Old Dorm), constructed in 1837 and listed on the National Register of Historic Places, to the new Musselman Library/Learning Resources Center. A campus map appears on page 128.

Academic Facilities

The Library The College library collection is housed in the Musselman Library/Learning Resource Center, completed in 1981, and in two departmental libraries, Chemistry in Breidenbaugh Hall and Physics in Masters Hall. Total collections are approximately 260,000 volumes, 34,000 microforms, 32,000 governmental publications, 11,000 records, and extensive slide, filmstrip, and other audio-visual media. The library subscribes to 1,180 journals.

Enter The Center is a booklet available in the library which outlines library hours, service, usage, etc. Those using the library should review this publication.

The College's library uses the Interlibrary Delivery Service, which extends the College's library facilities far beyond the campus through the College's membership in the Associated College Libraries of Central Pennsylvania, PALINET (Pennsylvania Library Network), and the Central Pennsylvania Consortium. Faculty and students are encouraged to use these extended facilities.

Classrooms, Laboratories The following classroom and laboratory facilities serve the College:

Non-Science Facilities

Building	Academic Departments	Special Features
Brua Hall Glatfelter Hall	Theater Arts Economics and Business Administration English and Religion	Theatre Laboratory Studio Computer Center
McKnight Hall	French German and Russian Spanish	
Schmucker Hall Stahley Hall	Art and Music Education and Mathematics	Studios and Recital Hall
Weidensall Hall	Classics History and Philosophy	
West Building White House	Military Science Political Science	

Science Facilities

Building	Academic Departments	Special Features
Breidenbaugh Masters	Chemistry Physics	Hatter Planetarium with Spitz A3P planetarium projector in a 30-foot dome
McCreary	Biology Psychology Sociology and Anthropology	Electron Microscopes Greenhouse
Observatory		Sixteen-inch Cassegrain telescope

Computer Center The Computer Center is located in a separately air-conditioned area in Glatfelter Hall and contains a Burroughs 6700 computer available to faculty and students for education and research needs. Priority is given to students enrolled in courses that require use of the computer and to faculty and students engaged in research.

Athletic Facilities

Eddie Plank Memorial Gymnasium, Hen Bream Gymnasium, and John A. Hauser Fieldhouse contain the College's indoor athletic facilities. These facilities include seven regulation basketball courts, four indoor tennis courts, and a 1/11 mile Chem-turf track. In addition there is a swimming pool of olympic dimensions in the College Union Building which is used for varsity swimming competition and intramural and recreation swimming.

There are several athletic field areas: Musselman Stadium, which contains a football field and a quarter-mile cinder track; a baseball field west of the stadium; two areas for soccer and lacrosse; Memorial Field, adjacent to Eddie Plank Gymnasium for women's field hockey and lacrosse; a women's softball field, and the intramural areas which contain eight tennis courts, soccer, football, and hockey fields.

Fourteen intercollegiate tennis courts are also available.

Living and Dining Facilities

See Living Accommodations on p. 122.

Student Services

Located near to the residence halls are the College Union Building, the Sieber-Fisher Health Center, and Christ Chapel.

Administrative Offices

Pennsylvania Hall, the original College building after complete renovation, now provides modern offices and facilities for administrative personnel. The Admissions Office is housed in the Dwight David Eisenhower House, which served as the office of General Dwight D. Eisenhower during his years in Gettysburg.

Other Facilities

On the campus is the home of the College President. College maintenance services are centered in the West Building. On the northern portion of the campus is the Deans' Conference House, which is used for small group meetings.



GETTYSBURG

Admission,
Expenses and
Financial Aid

Admission Policy

Gettysburg College students come from a variety of backgrounds and secondary school programs. The College welcomes applications from students of differing ethnic, religious, racial, economic, and geographic settings.

The Admissions Staff seeks to identify applicants who have demonstrated a capacity for academic achievement, responsiveness to intellectual challenge, eagerness to contribute their special talents to the College community, and an awareness of social responsibility. Such persons give promise of possessing the ability and the motivation which will enable them to profit from the many opportunities that the College offers.

Since the competition for admission is keen, the Admissions Staff gives careful consideration to each application. Its decision is based on three categories of evidence described below.

Evidence of high academic attainment as indicated by the secondary school record The College requires no fixed number of secondary school units for admission. It normally assumes graduation from an approved secondary school, and it considers grades in academic courses, distribution of subjects, and rank in class as highly significant parts of the applicant's credentials. Participation in accelerated, enriched, and advanced placement courses is desirable. The College regards superior facility in the use of the English language and an understanding of fundamental mathematical processes as essential to a successful college experience.

Evidence of ability to do good college work as indicated by aptitude and achievement test results The Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the test results of the American College Testing program are required of all candidates. The College prefers that the SAT be submitted. Achievement tests are suggested for placement purposes but are not required to complete an application.

Evidence of personal qualities The College seeks evidence that the applicant is a person of good moral character and social habits enabling him or her to contribute to the success of the College community. Such contributions should be appropriate to his or her talents, whether these be leadership in campus programs, involvement in the welfare of others, expression of artistic creativity, or the quiet pursuit of scholarly excellence. In estimating such qualities the College relies on confidential statements from secondary school principals, headmasters, and guidance counselors, and on personal appraisals by its alumni and friends.

Admission Procedure

The student interested in Gettysburg College should submit an application during the fall of his or her senior year and no later than February 15. A nonrefundable fee of \$25 must be sent with the application. Although not required, a visit to the campus and an interview with a member of the Admissions Staff is strongly urged. A student considering a major in art, music, or physical education should make his or her interest known when requesting an interview, so that arrangements can be made for an appointment with a member of the department concerned. Seniors should plan their visits before February 1; juniors, after April 1.

Offers of Acceptance

The Early Decision Plan The student with a strong record through the junior year of secondary school who has decided on Gettysburg College as the college of his or her first choice, may submit an application for Early Decision acceptance. The application will be considered between November 15 and February 1 of the senior year. Those students accepted under this program are obligated to enroll at Gettysburg College and to withdraw applications submitted to other institutions. Notification of the decision on admission will be made between December 15 and February 15. Payment of a nonrefundable advance fee of \$200 is required to validate this offer of acceptance.

The Early Decision applicant should take the Scholastic Aptitude Test no later than June following the junior year. Those students submitting applications for Early Decision who are not offered acceptance in December will automatically be considered for admission under the Regular Decision Plan upon receipt of grades and test scores from the senior year.

The Regular Decision Plan To be assured of maximum consideration, students must present applications by February 15. Most offers of acceptance will be announced by the first week in April after the receipt of November, December, or January Scholastic Aptitude Test results and senior year first semester grades. College Entrance Examination Board tests taken prior to the senior year may be used to satisfy test requirements.

Payment of a nonrefundable advance fee of \$200 is required to validate this offer of acceptance. Since Gettysburg College subscribes to the principle of the Candidate's Reply Date, the student has until May 1 to make his or her decision and pay the advance fee.

A student offered acceptance under either plan is expected to continue to do satisfactory work in all subjects and to earn a secondary school diploma.

Admission with Advanced Credit and Placement

Students who have taken college-level courses in secondary school and wish to be considered for advanced credit or placement must take Advanced Placement Tests of the College Entrance Examination Board. All entering students who submit a score of three

or higher on these tests shall receive two course credits for each tested area toward the 35-course graduation requirement with the exception of the Mathematics Calculus AB examination, for which one course credit shall be given. Students who have completed advanced level or honors courses may be considered for advanced placement.

Those high school students who have taken regular courses at the college level in regionally approved junior or senior colleges may receive credit for these courses if no duplication of high school units and college credits is involved. This credit must be approved by the chairman of the academic department involved.

See the section on Residence Requirements and Schedule Limitations for information about the planning of the academic program of students who plan to complete their graduation requirements in less than four full years.

Admission of Transfer Students

A transfer student may be admitted at the beginning of any term. He or she must present a regular application, including secondary school records and College Entrance Examination Board Test results and an official transcript from all colleges and universities attended. He or she must be entitled to an honorable dismissal without academic or social probation from the college from which he or she transfers and must be recommended for transfer by the Dean of the College previously attended. A transfer candidate is expected to visit the campus for an interview.

Gettysburg College requires sound academic performance in previous college work for students who seek admission as a transfer student. Credit is granted for individual courses passed with a grade of C or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg curriculum. Academic credit for courses transferred is granted tentatively until the student has satisfactorily completed one year of work at Gettysburg College. All transfer students must satisfy all requirements for the degree for which they are candidates.

Admission as a Special Student

A high school graduate, not a candidate for a degree, may apply for admission as a nonmatriculated student. Normally, such a student may enroll in a maximum of two courses. Permission to take more than two courses must be secured from the Dean of the College.

Taking courses as a special student requires permission of the instructors of the courses involved, as well as filing an application for special student status with the Admissions Office. A special student who may later wish to become a candidate for a degree must submit an application under regular admissions procedures. Special students have the same classroom duties and privileges as regular full-time students, but no promise is made in advance that the special student will be admitted as a candidate for the degree.

Comprehensive Academic Fee Plan

Gettysburg College charges a comprehensive academic fee covering the three terms of the academic year. Not included in this fee are books and supplies, gym uniforms for certain Health and Physical Education activity courses, some private lessons in music, and optional off-campus courses in the January Term.

The fee applies to each full-time student: one taking three or four courses in the fall and spring terms and one course in the January Term. With the following exceptions, any courses beyond four courses in the fall and spring terms require additional charges of \$550 per course or \$167 per quarter course. There is no additional charge for the quarter courses in the required program in Health and Physical Education to a maximum of four course registration, or, for majors in that department, for the required quarter courses in the junior and senior years. Courses involving private lessons in Applied Music require extra fees; music majors are permitted some of these courses with the comprehensive fee. For details, see the Health and Physical Education and Music Department listings.

Comprehensive Academic Fee 1982-1983	\$6000
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Board

College Dining Hall (21 meals per week)	\$1130
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Room Rents

Costs for all College living facilities	\$1030
Single rooms	\$1250

Estimate of Total Expense for an Academic Year

Comprehensive Academic Fee	\$6000
Board	\$1130
Residence Hall Room	\$1030
Books and Supplies	\$ 200
	\$8360

This tabulation does not include personal expenses such as clothing, laundry, spending allowances, fraternity dues, and transportation.

Since the Bookstore is operated on a cash basis, students should be provided with \$200 each year to purchase books and supplies.

Special Student Fees

Any student who is not a candidate for a degree will be charged at the rate of \$550 per course or \$167 per quarter course.

Payment of Bills

Checks should be made payable to Gettysburg College and sent to the *Bursar, Gettysburg College, Gettysburg, PA 17325* by the dates outlined below.

Although the College operates academically with a three-term calendar, fiscally the College divides the student's charges into two half-year billings; the first due and payable on **August 15** and the second due and payable on **January 10**. Each student candidate for a degree will be billed for one-half of the yearly comprehensive academic fee, room rent, and board charges before the beginning of the fall and January terms. Special students will be billed on a per course or quarter course basis and for room and board, if applicable, before the beginning of each of the three terms.

Of the advanced payment of \$200 made under either the early or regular acceptance plans, \$100 is credited to the first term bill and the remaining \$100 is credited to the reserve deposit. This deposit is used to pay for minor charges such as laboratory breakage, infirmary meals, and room damages for as long as the student is in attendance. If the reserve deposit falls below \$50, replenishment will be required.

Every continuing student in the College is required to pay a fee of \$100.00 by April 1. This amount is deducted from the student's first term College bill. No refunds of this fee will be made after the date of Spring Registration. Delinquent accounts will be subject to a late payment charge of 1% per month.

Veterans' Administration Benefits

Gettysburg College has made arrangements with the Veterans Administration whereby children of veterans attending College under the provisions of Public Law 634 are eligible to receive monthly payments from the Veterans' Administration in accordance with the scale established by the law. Students requiring any forms to be completed by the College concerning such benefits should contact the Office of the Registrar.

Insured Tuition Plan

An Insured Tuition Payment Plan is usually a combination of a prepayment installment plan covering four years of College expenses and an insurance policy guaranteeing payment for completion of the four years in the event of the death or total disability of the person financing the student's education.

There are a number of Tuition Payment Plans (some with insurance and some without). The College is the most familiar with the plan of the Richard C. Knight Insurance Agency, Inc., 53 Beacon Street, Boston, Massachusetts 02108. In addition, there are others such as: The Tuition Plan, Inc., Concord, New Hampshire 03301 and Academic Management Services, 1110 Central Avenue, Pawtucket, Rhode Island 02861.

Parents should write directly to such organizations. The Director of Admissions generally mails out the Richard C. Knight Insurance Agency, Inc. plan information to all new students around June 1st of each year.

Board

Junior and senior students may choose to take their meals in the Dining Hall on an individual meal or term basis or to eat elsewhere. All fraternity members and pledges may choose to take their meals in the fraternity house. All other students except those living at home must take their meals regularly in the College Dining Hall on a term basis, and participate in the full board plan.

Housing Policy

All freshman men and women are expected to room in the College's residence halls and preference is given them in securing dormitory space. Fraternity housing is available to students following the freshman year. When the residence halls have been filled, permission for off-campus housing may be granted to a limited number of students who have applied through a procedure administered by the Dean of Student Life. Students who have withdrawn from the College and are approved for readmission are expected to occupy any vacancy which may exist in a College residence hall.

Refund Policy

Board

If a student withdraws for any reason at any time, the unused portion of the half-year bill paid for board will be refunded on a pro-rated basis from the date of withdrawal to the end of the half-year billing period, based on the date when the Dining Hall sticker or card is returned to the Business Office.

Comprehensive Academic Fee and Room Rental

One hundred dollars of any comprehensive academic fee or room rental paid by a student shall be non-refundable, regardless of the time of withdrawal.

Date of withdrawal will be the date the student has filed the completed withdrawal form with the Office of the Dean of Student Life.

A student who withdraws during the fall and spring terms because of the student's serious illness and/or has a Guaranteed Student Loan guaranteed by a federal, state, or private agency will be entitled to a refund of comprehensive academic fee and room rental based on the following schedule applied to the half-year bill in question (excluding January Term where appropriate).

One week or less	90% refund
Two weeks or more than one week	80% refund
Three weeks or more than two weeks	60% refund
Four weeks or more than three weeks	40% refund
Five weeks or more than four weeks	20% refund
More than five weeks but less than one-half of the period covered by the half-year bill	10% refund
More than one half of the period covered by the half year bill	No Refund

Note: January Term withdrawals for reasons stated above:

Withdrawal in first half of January Term	100% refund 2nd half-year bill
Withdrawal in second half of January Term	100% refund spring term portion of 2nd half-year bill

Voluntary Withdrawal

A student who voluntarily withdraws by October 5th of the fall term or by March 5th of the spring term is entitled to a 25% refund of tuition for that term's billing. There is no refund of tuition for voluntary withdrawal during January Term.

A student who completes the January Term but voluntarily declines to enroll for the spring term will be entitled to a refund equaling the spring term portion of the second half-year bill for comprehensive academic fee, room rental, and board minus the non-refundable \$100.00 fee.

Required Withdrawal

A student who is required to withdraw for disciplinary reasons will forfeit all fees (except board, if refund requirements are met) which he or she has paid.

Unused portion of respective half-year bills for comprehensive fee, room, and board will be refunded if academic withdrawal is required at the end of any term provided the student follows all procedures for obtaining refunds.

If a student or the student's parents or guardian feel that the individual circumstances of the student warrant an exception to the refund policy, an appeal may be made to John J. Schlegel, Business Manager, Gettysburg College.

Reduction of financial aid obligations and advances will receive priority in the payment of refund. The unused reserve deposit balance will be refunded upon the student's graduation or withdrawal, provided the student has no outstanding loans or debts to the institution.

Accident Insurance

Each student as a consequence of his or her payment of the Comprehensive Academic Fee receives coverage under an accident insurance policy with a \$1000 limit. Information concerning the coverage provided by this insurance is made available at the time of registration or in advance if requested.

Personal Property Insurance

The College does not carry insurance on personal property of students and is not responsible for the loss or damage of such property.

Student Financial Aid

Although charges made by colleges and universities have risen sharply in recent years, the fact remains that in most institutions the fees paid by a student or a student's parents cover only a portion of the total cost of a student's education. In private institutions the remainder comes from endowment income and from gifts from sources such as alumni, businesses, foundations, and churches.

Gettysburg College recognizes the primary responsibility of the student and his or her parents to provide as much as possible toward the total cost of the student's college education. Since an education is an investment which should yield life-long dividends, a student should be prepared to contribute to it from his or her own earnings, both before entering and while in college.

Gettysburg College has a program of financial aid for worthy and promising students who are unable to finance their education from personal and/or family resources. Access to such aid is considered a privilege, not a right. The qualifications for it, in addition to need, are academic ability, academic achievement, and promise of contribution as a student and citizen. The amount of aid in any particular case is based upon the financial need of the student.

The College participates in the College Scholarship Service and requires all applicants to file the Financial Aid Form and supplement found on the reverse side. All Financial Aid Forms should be sent to the College Scholarship Service, Box 176, Princeton, New Jersey 08540. The College also requires that a notarized or certified copy of the parents' most recent U.S. Individual Income Tax Return (Form 1040) be sent directly to the Office of Financial Aid at Gettysburg College. Applicants for admission need not send the IRS Form 1040 in order to receive consideration for financial aid unless specifically requested. This form, however, must be submitted when the student enrolls at the College (May 1).

A prospective student seeking financial aid should forward the Financial Aid Form and supplement to the College Scholarship Service as soon as possible after applying for admission, but no later than February 1. A student already enrolled who has previously had some form of aid should secure a renewal application from the Director of Financial Aid and should request his or her parents to complete this form. The renewal application should be forwarded to the College Scholarship Service no later than February 1.

Financial aid is awarded by a faculty committee in the form of grants, loans, or a combination of these. All financial aid awards are made for one year only. The Committee will consider a request for renewal and will act on the basis of the applicant's record as a student and campus citizen as well as his or her continuing financial need.

Applications for financial aid, of those students who demonstrate financial need, are reviewed to determine eligibility for the following forms of assistance available from Gettysburg College.

Charter Grant—awarded to entering freshmen with exceptional academic ability, outstanding academic achievement, and superior promise of contribution as a student and campus citizen.

Gettysburg College Grant—awarded to students who, in addition to financial need, evidence good academic ability and academic achievement, and give promise of contribution to the College's extracurricular program. These grants are renewable as long as the recipient continues to demonstrate need, participate in his or her extracurricular activity, and maintains a sound academic record. Normally, such grants are combined with loans and/or student employment in order to meet the student's financial need. In cases of students who demonstrate exceptional talent, skills, and abilities, need may be satisfied entirely with grant funds.

Lutheran College Grant—awarded to Lutheran students. In addition to financial need, consideration is given to academic ability and achievement.

Supplemental Educational Opportunity Grant—a grant program funded by the federal government and administered by the College. The program is designed to assist students from low-income families.

Gettysburg College Loan—a loan program made available by Gettysburg College.

National Direct Student Loan—a loan program funded by the federal government and administered by the College.

College Work-Study Program—an employment program funded by the federal government and the College.

Grants need not be repaid; but the College hopes that recipients will recognize that they have incurred an obligation and will therefore subsequently contribute as they can to help insure that the benefits which they enjoyed will be available to others.

Approximately one-fourth of the students receive financial assistance in some form from the College. About one-half of the Gettysburg College student body receives aid from the College or other sources.

Rules governing all types of financial aid are stated in the Summary of Regulations published by the Dean of Educational Services, and on the reverse side of the Notification of Financial Aid.

Endowed Scholarships (Grants-in-aid) Student Aid

All students who apply for financial assistance and are determined to have financial need will be considered for these scholarships (grants-in-aid). Recipients are selected by the College.

Though the College administers scholarships restricted to members of a particular sex, the discriminating effect of these awards has been eliminated in the overall administration of the financial aid program through use of other funds made available by the College.

Richard A. Arms Scholarship Fund: The income from a fund contributed by the Class of 1924 in memory of the Chairman of the Mathematics Department (1920–1963) is awarded to a worthy student.

Dr. Joseph B. Baker (1901) and Rena L. Baker Scholarship Fund: The income from a fund donated by the Woman's General League of Gettysburg College is given to a needy and deserving student in the Music Department.

Dr. Ray Alfred Barnard (1915) Scholarship Fund: The income from a fund provided by Dr. Barnard is given to a male student from the Central Pennsylvania Synod who is preparing for the Lutheran ministry.

The Rev. Sydney E. Bateman (1887) Scholarship Fund: The income from the fund is awarded to a needy ministerial student.

Belt Hess-Quay Scholarship Fund: The income from a fund provided by Effie E. Hess Belt (1898) in commemoration of several relatives is awarded as follows: first preference is given to a member of Grace Lutheran Church, Westminster, Maryland; second preference to any other resident of Carroll County, Maryland, who is pursuing theological studies at the College; and third preference is given to any deserving student.

Helen A. and James B. Bender Scholarship Fund: The income from the fund is granted on the basis of need and ability, preference being given to residents of Adams County, Pennsylvania, majoring in Economics and/or Business Administration.

Jesse E. Benner (1907) and Minerva B. Benner Scholarship Fund: The income from a bequest is used to aid worthy students, preferably preministerial students.

Burton F. Blough Scholarship Fund: The income from a fund contributed by a former trustee is used to aid needy and deserving students.

Harry F. Borleis (1925) Scholarship Fund: The income from a bequest is used to assist needy and deserving students.

Elsie Paul Boyle (1912) Scholarship Fund: The income from a gift by Elsie Paul Boyle is awarded to a needy and worthy student, preference given to a Lutheran from Weatherly, located in Carbon County, Pennsylvania.

Henry T. Bream (1924) Scholarship Fund: The income from a fund contributed by alumni and friends of the College in honor of Henry T. Bream, Professor of Health and Physical Education, 1926–1969, is awarded to a needy and deserving male scholar-athlete.

Randall Sammis Brush (1973) Memorial Scholarship: The income from a fund contributed by family and friends in memory of Randall Sammis Brush is awarded to a needy and deserving student particularly proficient in the study of history.

Edward B. Buller (1923) Scholarship Fund: The income from a fund contributed by the Lutheran Church of the Good Shepherd, Pearl River, New York, and friends in honor of the Rev. Edward B. Buller is awarded to a deserving student, preference being given to a student from Good Shepherd congregation.

Cambridge Rubber Foundation Scholarship Fund: The income from the fund given by the Foundation is awarded to a qualified male student. First preference is given to an employee or relative of an employee of Cambridge Rubber. Second preference is given to a resident of Adams County, Pennsylvania or Carroll County, Maryland.

Dr. Anthony G. Ciavarelli (1933) Scholarship Foundation: The income from a scholarship established by Dr. Anthony G. Ciavarelli is awarded annually to a student (or students) who demonstrates superior character, industry, serious academic purpose, and financial need. Preference to be given to a student preparing for the medical profession. If there are no students who demonstrate financial need (who are preparing for the medical profession), then the income may be used to aid other students who demonstrate financial need. If there are no students who demonstrate financial need, then the College may use the income for any purpose it determines.

Class of 1903, George S. Rentz Memorial Fund: The income from the fund is used in support of the College scholarship program.

Class of 1913 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1915 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1916 Scholarship Fund: The income from the fund is awarded to a needy and deserving sophomore.

Class of 1917 Schmucker-Breidenbaugh Memorial Scholarship Fund: The income from the fund is awarded to a needy and deserving student or students.

Class of 1918 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1921 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

W. K. Diehl (1886) Scholarship Fund: The income from a fund created by Norman E. Diehl in memory of his father, W. K. Diehl, D.D., is used to provide scholarships to needy and deserving students.

Chris Ebert (1965) Memorial Fund: The fund was established in memory of Chris Ebert by his father and mother. The income is awarded annually to a needy student. First preference is given to a student who is pursuing a career in teaching or majoring in mathematics, and/or participating in intercollegiate wrestling; second preference is given to a student who is studying for the ministry.

Jacob C. Eisenhart and Rosa Bott Eisenhart Scholarship Fund: The income from a fund established by the J. C. Eisenhart Wall Paper Company is awarded to a deserving Lutheran preministerial student.

Clarence A. Eyler (1880) and Myrtle B. Eyler Scholarship Fund: The income from a bequest is awarded to a worthy Lutheran preministerial student.

Annie C. Felty Scholarship Fund: The income from the fund is given to a needy and deserving student.

Wilbur H. Fleck (1902) Memorial Scholarship Fund: The income from a bequest is awarded to a graduate cum laude of the Protestant faith of the Wyoming Seminary.

Dr. Daniel F. Garland (1883) Scholarship Fund: The income from the fund is awarded to a deserving ministerial student.

Richard W. Gaver (1966) Memorial Scholarship Fund: The income from a fund contributed by Dr. and Mrs. Leo J. Gaver in memory of their son is awarded to a worthy student, preference being given to a premedical student.

Dr. and Mrs. James E. Glenn Scholarship Fund: The income from a fund contributed by J. Donald Glenn (1923) in memory of his parents is awarded to a worthy student preparing for the Christian ministry or the medical profession.

Gordon-Davis Linen Supply Company Scholarship Fund: The income from a fund contributed by the company is awarded to a deserving student.

Grand Army of the Republic Living Memorial Scholarship Fund: The income from a fund donated by the Daughters of Union Veterans is awarded to a needy and deserving student, preferably the descendant of a Union veteran.

Ida E. Grover Scholarship Fund: The income from a bequest is awarded to a needy and deserving student.

John Alfred Hamme (1918) Scholarship Fund: The income from a fund given by Mr. Hamme is awarded to a deserving student.

The Robert W. Hemperly (1947) Memorial Fund: The fund was established in memory of Dr. Hemperly by Mr. and Mrs. G. M. Easley. The income is awarded annually to one or more needy students of high academic ability and outstanding personal qualifications, preference being given to a student preparing for a career in medicine or dentistry.

C. F. Hildebrand (1920) Scholarship Fund: The income from a fund is used to aid worthy preministerial students.

Edgar L. Hildebrand (1928) Scholarship Fund: The income from a fund established by Louis O. Hildebrand as a memorial to his son Edgar L. Hildebrand is awarded each year to worthy students of the College.

Dr. and Mrs. Leslie M. Kauffman Scholarship Fund: The income from a fund donated by Dr. Leslie M. (1890) and Nellie G. Kauffman is awarded to a deserving student, preference being given to students of Franklin County, Pennsylvania, or preministerial or premedical students.

Hon. Hiram H. Keller (1901) Scholarship Fund: The income from a bequest by Mr. Keller, a former trustee, is granted on the basis of need and ability, preferably to applicants from Bucks County, Pennsylvania.

Alvan Ray Kirschner Scholarship Fund: The fund was established by Mr. and Mrs. C. J. Kirschner in memory of their son who lost his life in World War I. The income from the fund is awarded to two students, preference being given to applicants from Hazleton and vicinity. Applications for these scholarships should be made directly to Mr. Carl E. Kirschner, Attorney at Law, Northeastern Building, Hazleton, Pennsylvania 18201.

Klette Scholarship Fund: The income from a fund established by Dr. Immanuel Klette (1939) and friends in honor of Mrs. Margaret Klette, is awarded to a student (or students) whose activities evidence an innovative accomplishment and potential in the promotion of human betterment.

The Rev. Frederick R. Knubel (1918) Memorial Scholarship Fund: The income from a fund given by John M. McCullough (1918) in memory of his classmate, is awarded to an outstanding senior ministerial student who has financial need.

Bernard S. Lawyer (1912) Scholarship Fund: The income from a bequest shall be awarded to needy and deserving students, preference to be given first to members or former members of St. Mary's Evangelical Lutheran Church, Silver Run, Maryland, and second to members or former members of Evangelical Lutheran Churches in Maryland and Pennsylvania.

Clarence Gordon and Elfie Leatherman Scholarship Fund: The income from a fund given by the Leathermans is awarded to a deserving preministerial student.

The Rev. H. J. H. Lemcke (1860) Memorial Scholarship Fund: The income from a fund given by Ruth Evangeline Lemcke in memory of her father is awarded to worthy male students who are graduates of Pennsylvania secondary schools.

Frank M. Long (1936) Memorial Scholarship Fund: The income from a fund is given in memory of Frank M. Long to worthy students.

Charles B. McCollough, Jr. Memorial Scholarship Fund: The income from a fund provided by Charles B. McCollough (1916) and Florence McCollough in memory of their son and by H. R. Earhart in memory of his grandnephew is awarded to one or more worthy male students.

Charles H. May (1904) Scholarship Fund: The income from a bequest by Mr. May is awarded to deserving male students from York County, Pennsylvania.

Dr. John E. Meisenhelder (1897) Scholarship Fund: The income from a bequest by Dr. Meisenhelder is awarded to a deserving student.

Forrest L. Mercer (1908) Scholarship Fund: The income from a bequest by Forrest L. Mercer is awarded to a deserving and needy student.

J. Elsie Miller (1905) Scholarship Fund: The income from a bequest by Mr. Miller is awarded to a preministerial student.

Miller-Dewey Scholarship Fund: The income from a bequest by the Rev. Adams B. Miller (1873) is awarded to a deserving student.

Rev. William J. Miller (1903) Scholarship Fund: The income from a bequest by Mary Willing Miller is awarded to worthy young persons. Preference is given to students preparing for the Lutheran ministry and especially to those from Tabernacle Evangelical Lutheran Church, Philadelphia, Pennsylvania.

Musselman Scholarship Fund: The income from a fund established by The Musselman Foundation, to be awarded to a deserving student, with preference given to sons or daughters of employees of the Musselman Fruit Product Division, Pet Incorporated.

John Spangler Nicholas (1916) Scholarship Fund: The income from a bequest by John Spangler Nicholas is awarded to a member of the Junior or Senior Class of sterling character and high intellectual ability in the Department of Biology, preferably zoology.

Nellie Oller and Bernard Oller Memorial Scholarship Fund: The income from a bequest by Ida R. Gray in memory of her daughter and son-in-law is awarded to a deserving student, preference being given to a Lutheran applicant from Waynesboro, Pennsylvania.

Lovina Openlander Scholarship Fund: The income from the fund is awarded to needy and deserving students.

The Lillian M. and William H. Patrick, Jr. (1916) Scholarship Award: The income from a bequest by William H. Patrick, Jr., is awarded on a competitive basis to students with musical ability.

Willard S. Paul Scholarship Fund: The income from a fund contributed in his honor by friends of the College on the occasion of President Paul's retirement and thereafter awarded to a deserving student.

Earl G. Ports (1923) Scholarship Fund: The income from a fund provided by Horace G. Ports (1925) in memory of his brother is awarded to a worthy student preferably in the Department of Physics.

Dr. and Mrs. Carl C. Rasmussen Scholarship Fund: The income from a fund donated by The Reverend Carl C. (1912) and Alma I. Rasmussen is awarded to a deserving student. Preference is given to a student preparing for the ministry in the Lutheran Church.

Rev. Clay E. Rice (1911) Scholarship Fund: The income from a fund established by Minnie Catherine Rice in honor of her husband, Rev. Clay E. Rice, is awarded to a student preparing for the ministry.

James A. Rider (1942) Scholarship Fund: The income from a fund established by James A. Rider is awarded to worthy and deserving students determined to be in financial need. Preference is to be given first to dependents of active employees of Thermos Industries, Inc., of Raleigh, North Carolina; second, to students who compete in intercollegiate athletics; and third, to students who may be orphans.

Lawrence E. Rost (1917) Fund: The income from a fund established by Jeanne Preus Rost in memory of her husband, Lawrence E. Rost, is awarded to deserving students, descendants of Charles A. Rost, Red Lion, York County, Pennsylvania, being given first consideration.

Philip P. Rudhart Scholarship Fund: The income from a bequest by Emma Bennix in memory of her brother is awarded to deserving male students.

Mary Sachs Scholarship Fund: The income from a fund established as a memorial to Mary Sachs is awarded to a needy and deserving student, preference given to a student in business administration whose interests are in retailing.

Andrew C. Schaedler Foundation Scholarship: The income from a fund established as a memorial to Andrew C. Schaedler is awarded to worthy and needy students from Central Pennsylvania who graduated from a high school located in Dauphin, Lebanon, Cumberland, York, Franklin, Lancaster, Perry, Mifflin, Adams, Northumberland, or Huntingdon County.

Gregory Seckler (1965) Memorial Scholarship Fund: The income from a fund given by Mr. and Mrs. J. M. Arnold, Sr., in memory of Gregory Seckler, is awarded to a deserving student, preference being given to an English major.

Edgar Fahs Smith (1874) Scholarship: The income from a fund provided by Margie A. Smith in honor of her father, Edgar Fahs Smith, is given to a student recommended by the Chemistry Department.

Mary Ann Ocker Spital Scholarship Fund: The income from a bequest is awarded to a qualified male student.

Edward J. Stackpole Scholarship Fund: The income from a fund contributed by the friends of General Stackpole is awarded to a deserving student, preference being given to a student in American history interested in the Civil War.

The Rev. Milton H. Stine (1877) and Mary J. Stine Memorial Scholarship Fund: The income from a fund provided by Dr. Charles M. A. Stine (1901) in memory of his parents is awarded to a preministerial student.

Dr. J. H. W. Stuckenberg Scholarship Fund: The income from a bequest by Dr. Stuckenberg is awarded to a qualified student.

Warren L. Swope (1943) Scholarship Fund: The income from a fund contributed by Warren L. Swope, a career diplomat, is awarded to a qualified student, preference being shown to students of American parentage who have spent a significant portion of their pre-college years abroad.

Parker B. Wagnild Scholarship Fund: The income from a fund contributed by alumni and friends of the Gettysburg College Choir is given to needy and deserving students in the Music Department.

The John G. Walborn (1937) Scholarship Fund: The income from a fund provided by John G. Walborn is given to needy and deserving students, preferably those majoring in Economics or Business Administration.

The Stuart Warrenfeltz Memorial Fund: The income from a bequest by Ethel Warrenfeltz McHenry in memory of her son Stuart Warrenfeltz is awarded to a worthy young man, preference being given to students from Funkstown, Washington County, Maryland.

Dr. Rufus B. Weaver (1862) Scholarship Fund: The income from a bequest by Dr. Weaver is awarded to deserving students.

Senator George L. Wellington Scholarship Fund: The income from a bequest by Mr. Wellington is awarded to a deserving Lutheran preministerial student.

Richard C. Wetzel Scholarship: The income from a fund contributed by Richard C. Wetzel is awarded to a deserving and needy student.

Jeremiah A. Winter and Annie C. Winter Memorial Scholarship Fund: The income from a fund contributed by Amelia C. Winter in memory of her parents is granted to a needy and deserving student.

Norman S. Wolf (1904) Scholarship Fund: The income from a fund contributed by Dr. Spurgeon M. Keeny (1914) in honor of the Rev. Norman S. Wolf is awarded to a worthy student, preference being given to a student who is fatherless.

Loan Funds for Students

Alumni Loan Fund: Loans are available to members of the Senior Class who have financial need. The Alumni Loan Fund was established by the Alumni Association and augmented by individual and class contributions.

The Rev. Edward I. Morecraft (1924) Memorial Loan Scholarship Fund: This fund was established by the St. James Lutheran Church of Stewart Manor, Long Island, in memory of its former pastor.

Milton T. Nafey and Mary M. Nafey Student Loan Fund: A bequest from the estate of Mary M. Nafey provides a fund for student loans.

The Charles H. Rothfuss and Martha Huffman Rothfuss Loan Scholarship Fund: This fund was contributed by Dr. E. Lloyd Rothfuss (1916) in memory of his parents.

Other Aid for Students

Scholarships

AAL Lutheran Campus Scholarship: Aid Association for Lutherans makes available scholarship funds each year to assist needy students who hold membership with the association. Selection of recipients is made by the College.

Army ROTC Scholarships: United States Army Scholarships provide part or full tuition scholarships to some students enrolling in the ROTC program. After completing their education, students enter active duty in the United States Army as commissioned officers. Information on these scholarships may be acquired by writing to the Army ROTC, Gettysburg College, Gettysburg, Pa. 17325.

Frank D. Baker Scholarship Fund: An award available to aid worthy students in immediate need. Selection of recipients is made by the College.

Lutheran Brotherhood Lutheran Senior College Scholarship: The scholarships are awarded to Lutheran students who will begin their first year of post-secondary study at Gettysburg College. Recipients are selected by Gettysburg College on the basis of scholastic achievement, religious leadership, and financial need.

Lutheran Brotherhood Members' Scholarship Program: Established to assist Lutheran Brotherhood members attending accredited post-secondary institutions. Information is available from Lutheran Brotherhood, 701 Second Avenue South, Minneapolis, Minnesota 55402.

Frank L. Daugherty (1922) Scholarship Fund: The income from a trust established by Frank L. Daugherty is awarded to a deserving York County resident who would not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

Christian R. and Mary F. Lindback Foundation Scholarship Fund: The scholarship is awarded preferentially to residents of New Jersey, Pennsylvania, Delaware, or Maryland who are of high character and ability.

Guy L. Moser Fund: Mr. Guy L. Moser established a trust fund to support grants to male students from Berks County, Pennsylvania, who are majoring in American history and who rank in the upper third of their class. Applications for these grants should be made directly to the National Central Bank, 515 Penn Street, Reading, Pennsylvania 19603.

Charlotte L. Noss Scholarship Fund: The income from a trust established by Charlotte Noss is awarded to a deserving female student from York County, Pennsylvania, who will not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

The Ernest D. Schwartz (1916) Scholarship Fund: The income from a fund established in memory of Ernest D. Schwartz is awarded to a needy and worthy student. The recipient is selected by the College.

Weaver-Bittinger Classical Scholarship: The income from a trust created by Rufus M. Weaver (1907) is awarded to a needy and deserving student(s) who has demonstrated outstanding academic achievement. Recipients are selected by Gettysburg College.

State and Federal Scholarship Programs

Basic Educational Opportunity Grant: A federal grant program to enable students to attend colleges and universities; awarded by the Office of Education.

State of Connecticut Scholarship: An award given by the State of Connecticut to students who are residents of Connecticut. The students are selected on the basis of academic achievement and financial need. Information on these scholarships should be acquired from the high school guidance office.

New Jersey State Scholarship: An award made available by the State of New Jersey to residents of New Jersey. The recipients are selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

Pennsylvania Higher Education Assistance Agency Scholarship: An award given to students who are residents of Pennsylvania. The recipients are selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

There are other states with scholarship and/or grant programs. Further information may be available at high school guidance offices.

State and Federal Loan Program

State Guaranteed Student Loan: Applications for a loan under this program may be obtained from a bank in the student's community. This is a low-interest educational loan. There are two types of loans—one for parents and one for students.



GETTYSBURG

Register

Board of Trustees¹

Lavern H. Brenneman (1962–1974)(1976)

Chairman

Retired Chairman and President.

York Shipley, Inc.,

York, Pennsylvania

Edwin T. Johnson (1977)

Vice Chairman

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Philadelphia, Pennsylvania

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Secretary

Attorney. Harrisburg, Pennsylvania

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Vice President. Butter Krust Baking Company,

Sunbury, Pennsylvania

* **John A. Apple** (1953–1964)(1964–1977)

President. Butter Krust Baking Company,

Sunbury, Pennsylvania

Clyde O. Black II (1980)

Alumni Trustee

Attorney. Hollidaysburg, Pennsylvania

Margaret H. Blanchard (1979)

Alumni Trustee

Development Microbiologist.

American Cyanamid Company,

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Maryland Synod Trustee

Pastor. First Lutheran Church,

Ellicott City, Maryland

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Retired Manager. Connecticut

General Life Insurance Company

Hilton Head Island, South Carolina

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Chairman, President and

and Chief Executive Officer.

Thiokol Corporation,

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Chairman of the Board.

Carlisle Corporation,

Carlisle, Pennsylvania

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Central Pennsylvania Synod Trustee

Secretary. Central Pennsylvania Synod,

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Charles H. Falkler (1973)

Senior Vice President and Regional

Administrator. Hamilton Bank,

York, Pennsylvania

Paul L. Folkemer (1973)

Maryland Synod Trustee

Folkemer Photo Service,

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President. Gettysburg College,

Gettysburg, Pennsylvania

Henry W. Graybill, Jr. (1977)

Alumni Trustee

Executive Vice President.

Mutual Inspection Bureau,

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Angeline F. Haines (1973)

Lutherville, Maryland

* **John A. Hauser** (1967–1979)

Biglerville, Pennsylvania

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Judith W. Kip (1974)

Wyncote, Pennsylvania

Eugene R. Kline (1980)

Vice President - Public Affairs.

Bethlehem Steel Corporation,

Bethlehem, Pennsylvania

Howard J. McCarney (1958–1960)(1966) *ex-officio*

Bishop. Central Pennsylvania Synod,

Lutheran Church in America,

Harrisburg, Pennsylvania

Ramon R. Naus (1975)
Chairman of the Board.
Naus and Newlyn, Inc.,
Philadelphia, Pennsylvania

Patrick F. Noonan (1978)
Alumni Trustee
President
Conservation Resources, Inc.
Potomac, Maryland

Thomas C. Norris (1974)
President and Chief Executive Officer.
P. H. Glatfelter Company,
Spring Grove, Pennsylvania

Paul M. Orso (1968) *ex-officio*
Bishop. Maryland Synod,
Lutheran Church in America,
Baltimore, Maryland

James A. Perrott (1975)
Alumni Trustee
Judge. Baltimore, Maryland

A. N. Pritzker (1981)
Vice Chairman of the Board.
Hyatt Corporation,
Chicago, Illinois

***Paul H. Rhoads** (1960–1972)
Attorney. Harrisburg, Pennsylvania

***John S. Rice** (1939–1968)(1969–1972)
Former Ambassador to the Netherlands.
Ft. Lauderdale, Florida

Muriel L. Rice (1979)
Gettysburg, Pennsylvania

C. B. Rogers, Jr. (1979)
Group Executive and Senior Vice President.
IBM Corporation,
White Plains, New York

Carroll W. Royston (1973)
Attorney. Towson, Maryland

Samuel A. Schreckengaust, Jr. (1973)
Of Counsel.
Hershey Foods Corporation,
Hershey, Pennsylvania

Arline E. Shannon (1981)
Central Pennsylvania Synod Trustee
Lititz, Pennsylvania

***William H. B. Stevens** (1959–1971)
Gettysburg, Pennsylvania

***F. William Sunderman, M.D.** (1967–1979)
Director. Institute for Clinical Sciences,
Philadelphia, Pennsylvania

Donald M. Swope (1977)
Attorney. Gettysburg, Pennsylvania

James I. Tarman (1978)
Alumni Trustee
Director of Athletics.
Pennsylvania State University,
University Park, Pennsylvania

James R. Thomas (1981)
Alumni Trustee
Vice President—Finance.
CPC North America,
Allendale, New Jersey

Richard L. Unger (1981)
Central Pennsylvania Synod Trustee
Agent. Lutheran Brotherhood Insurance,
Gettysburg, Pennsylvania

Charles W. Wolf (1970)
Attorney. Gettysburg, Pennsylvania

Earl W. Zellers (1979)
Central Pennsylvania Synod Trustee
Pastor. St. Mark's Lutheran Church,
Annville, Pennsylvania

¹ *The dates following the names indicate years of previous service and the beginning year of present service on the Board of Trustees.*

**Honorary Life Trustee*

Administration (1981-1982 Academic Year)

- Charles E. Glassick** 1977-
President and Professor of Chemistry
B.S., Franklin and Marshall College; M.A., Ph.D.,
Princeton University; D.Sc., University of Richmond
- Julie L. Ramsey** 1981-
Assistant to the President
B.A., Denison University; M.A.,
Indiana University
- Karl J. Mattson** 1977-
Chaplain
B.A., Augustana College (Illinois); B.D.,
Augustana Theological Seminary; S.T.M., Yale Divinity
School
- Beth Spitzner Neubauer** 1981-
Assistant Chaplain
A.B., Albright College; M.Div.,
Lutheran Theological Seminary, Gettysburg
- Harold A. Dunkelberger** 1950-
Director of Church Relations and
Professor of Religion
B.A., Gettysburg College; B.D., Lutheran Theological
Seminary, Gettysburg; Ph.D., Columbia University;
D.D., Susquehanna University
- David B. Potts** 1979-
Dean of the College and Professor of History
B.A., Wesleyan University; M.A., Ph.D., Harvard University
- Ethel Beach-Viti** 1978-
Assistant Dean of the College and Assistant Professor
of Romance Languages
B.A., University of Montevallo; M.A., Ph.D., Duke
University
- G. Ronald Couchman** 1967-
Assistant Dean of the College and Registrar
B.A., Gettysburg College
- Robert C. Nordvall** 1972-
Associate Dean of the College
B.A., DePauw University; J.D., Harvard Law School;
Ed.D., Indiana University
- Richard K. Wood** 1969-
Director of Computer Facilities
B.A., Earlham College; M.S. (2), University of Wisconsin
- Kim S. Breighner** 1975-
Computer Operator
A.S., York College of Pennsylvania
- William Wilson** 1979-
Coordinator of Academic Computing
B.A., Gettysburg College; M.A., Ph.D., University of
Connecticut

Delwin K. Gustafson 1967-
Director of Admissions
B.A., Augustana College (Illinois); J.D., University of
Nebraska

Daniel A. Dundon 1972-
Associate Director of Admissions
B.A., State University of New York at Buffalo;
M.A., Eastern Michigan University

Jean LeGros 1978-
Assistant Director of Admissions
B.A., Gettysburg College

Lynne M. Basler 1980-
Admissions Counselor
B.S., St. Lawrence University

Janet Frick 1980-
Admissions Counselor
B.A., Gettysburg College

James A. M. Zarrella 1980-
Admissions Counselor
B.A., Gettysburg College

James H. Richards 1974-
Librarian
B.A., Wesleyan University, B.S.L.S., Columbia University;
M.A., Wesleyan University

Mary G. Burel 1970-
Acquisitions Librarian
B.A., University of Oklahoma; M.S.L.S., Florida State
University

David T. Hedrick 1972-
Audio Visual Librarian
B.A., Emory and Henry College; M.A., University of
Denver

Gwen Hepner 1978-
Catalogue Librarian
B.S., M.S.L.S., Shippensburg State College

Dwight A. Huseman 1971-
Serials/Documents and Systems Librarian
A.B., Susquehanna University; B.D., S.T.M., Lutheran
Theological Seminary, Philadelphia; M.S.L.S., Drexel
University

Anna Jane Moyer 1961-
Readers' Services Librarian
A.B., Susquehanna University; M.S.L.S., Drexel
University

Frances H. Playfoot 1972-
Assistant Readers' Services
Librarian/Circulation Librarian
B.A., The George Washington University; M.S.L.S.,
Shippensburg State College

Frank B. Williams 1966–
Dean of Educational Services
B.A., M.A.T., Wesleyan University; Ed.D., University of Pennsylvania

Salvatore Ciolino 1971–
Associate Dean of Educational Services
B.A., State University of New York at Geneseo; M.S., State University of New York at Albany; D.Ed., Nova University

Richelle Emerick 1981–
Associate Director of Financial Aid
B.A., Central Washington State University; M.Ed., University of Puget Sound

Nancy C. Locher 1968–
Dean of Student Advisement
B.A., Mary Baldwin College; M.A., University of North Carolina

William H. Jones 1964–
Coordinator of Counseling
B.A., Eastern Nazarene College; M.A., University of Wisconsin; Ed.D., Boston University

J. Michael McGrath 1967–
Consulting Psychiatrist
B.S., University of Notre Dame; M.D., Temple University School of Medicine

Frances Parker 1980–
Counseling Psychologist
B.A., M.A., University of Kentucky

Clare N. Shumway 1977–
Medical Director
M.D., University of Buffalo School of Medicine

Douwe L. Radsma 1961–
College Physician
M.D., University of Amsterdam

Ruth Kane 1964–
Head Nurse
R.N., Mercy Hospital; B.S., Duquesne University

Deanna Forney 1978–
Director of Career Services
B.A., Gettysburg College; M.A., The Pennsylvania State University

Denise Dwight Gingrich 1980–
Assistant Director of Career Services
B.A., Millersville State College; M.S., Shippensburg State College

Edward F. McManness 1970–
Director of the College Union
B.S., M.S., East Texas State University; M.B.A., Mt. St. Mary's College

Mary D. Gutting 1979–
Assistant Director of the College Union
B.S., University of Northern Colorado; M.Ed., Colorado State University

Eugene M. Haas 1954–
Director of Intercollegiate Athletics and Professor of Health and Physical Education
B.A., Gettysburg College; M.A., Columbia University

John D'Ottavio 1979–
Coach and Lecturer in Health and Physical Education
B.S., East Stroudsburg State College

Katherine K. Higgins 1981–
Coach and Lecturer in Health and Physical Education
B.S., Springfield College; M.Ed., East Stroudsburg State College

Robert T. Hulton 1957–
Coach and Associate Professor of Health and Physical Education
B.A., Grove City College

R. Eugene Hummel 1957–
Coach and Associate Professor of Health and Physical Education
B.A., Gettysburg College; M.A., Columbia University

George E. Kennedy, Jr. 1980–
Swimming Coach and Bowling Supervisor
A.B., M.A.T., University of North Carolina

Robert E. Lehr 1980–
Head Basketball and Cross Country Coach
B.S., Lock Haven State College; M.Ed., University of Pittsburgh

William T. Miller 1977–
Coach and Instructor in Health and Physical Education
B.S., M.Ed., Norwich University

Carolyn J. Schlie 1975–
Coach and Assistant Professor of Health and Physical Education; Coordinator of Women's Intercollegiate Athletics
B.S., Valparaiso University; M.S., Indiana University

Barry H. Streeter 1975–
Head Football Coach and Assistant Professor of Health and Physical Education
B.A., Lebanon Valley College; M.S., University of Delaware

Lawrence J. Zelenz 1980–
Head Soccer Coach and Track Coach
B.A., M.A.T., DePauw University

Ralph W. Arend, Jr. 1975–
Acting Dean of Student Life
B.A., Denison University; M.A., Ph.D., Ohio University

David C. Halek 1979–
Assistant Dean of Student Life
B.S., University of Rochester; M.Ed.Ed.S., University of Florida

H. Patricia Lord 1979–
Assistant Dean of Student Life
B.A., M.Ed., St. Lawrence University

John Schlegel 1976-
Treasurer and Business Manager
B.S., M.B.A., Temple University

Roland E. Hansen 1973-
Assistant Business Manager
B.A., Nebraska Wesleyan University

Michael Malewicki 1976-
Director of Personnel
B.A., Gettysburg College; M.S., Shippensburg State College

Gary L. Anderson 1973-
Director of Auxiliary Services
B.A., University of Albuquerque; M.B.A., Mt. St. Mary's College

Robert A. Pickel 1974-
Assistant Bookstore Manager
B.A., Gettysburg College

Jay P. Brown 1947-
Bursar
Certificate, American Institute of Banking

Melvin Reynolds 1981-
Acting Director of Physical Facilities

Jack S. Krafft 1980-
Director of Safety and Security

Richard Page Allen 1978-
Vice President for College Relations
A.B., Lafayette College

Gary Lowe 1978-
Associate Vice President for College Relations
B.S., Denison University; M.S., Miami University

Marguerite Carroll 1977-
Assistant Director of Development
B.A., Duke University

M. Dudley Keller 1981-
Assistant Director of Development
B.A., Duke University

Robert L. Setzer 1980-
Director of Planned Giving
B.A., Gettysburg College

Bernadine Dorich 1979-
Director of Public Relations
A.B., West Liberty State College; M.A., Kent State University

Kelly Ann Alsedek 1981-
Assistant Director of Public Relations
B.A., Gettysburg College

Robert D. Kenworthy 1965-
Sports Information Officer

Robert D. Smith 1965-
Director of Alumni Relations
B.S., Gettysburg College; M.S., Shippensburg State College

The Faculty (1981-82 Academic Year)

Charles E. Glassick 1977-
President and Professor of Chemistry
B.S., Franklin and Marshall College; M.A., Ph.D., Princeton University; D.Sc., University of Richmond

David B. Potts 1979-
Dean of the College and Professor of History
B.A., Wesleyan University; M.A., Ph.D., Harvard University

Emeriti

R. Henry Ackley 1953-1976
Professor of Music, Emeritus
B.A., Western Maryland College; Teacher's Certificate in Voice, Peabody Conservatory of Music

Albert Bachman 1931-1963
Professor of Romance Languages, Emeritus
Ph.D., University of Zurich; Agregation, University of Zurich; Ph.D., Columbia University

Guillermo Barriga 1951-1981
Professor of Romance Languages, Emeritus
B.S., Columbian Naval Academy; M.A., Middlebury College; Ph.D., University of Madrid

Robert L. Bloom 1949-1981
Professor of History, Emeritus
B.S., Shippensburg State College; M.A., Duke University; Ph.D., Columbia University

M. Esther Bloss 1953-1968
Professor of Sociology, Emerita
B.A., Cornell University; M.A., Ph.D., Columbia University

Harry F. Bolich 1947-1980
Professor of Speech, Emeritus
Sc.B., Sc.M., Bucknell University

Henry T. Bream 1926-1969
Professor of Health and Physical Education, Emeritus
B.S., Gettysburg College; M.A., Columbia University

Albert W. Butterfield 1958-1972
Professor of Mathematics, Emeritus
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1982-83 Calendar

Fall Term

September 4-6, Saturday-Monday	Orientation
September 7, Tuesday	Registration
September 8, Wednesday at 8:00 a.m.	Classes begin
October 9-11, Saturday at noon-Monday	Long weekend
October 12, Tuesday at 8:00 a.m.	Classes resume
October 22, Friday	Mid-term reports
October 22, Friday	Fall Honors Day
October 22-24, Friday-Sunday	Fall Parents Weekend
October 30, Saturday	Alumni Homecoming
November 23, Tuesday at 4:00 p.m.	Thanksgiving recess begins
November 29, Monday at 8:00 a.m.	Thanksgiving recess ends
December 11, Saturday	Last day of classes
December 13-18, Monday-Saturday	Final examinations

January Term

January 3, Monday at 8:00 a.m.	January Term begins
January 28, Friday at 5:00 p.m.	January Term ends

Spring Term

February 7, Monday	Registration
February 8, Tuesday at 8:00 a.m.	Classes begin
March 25, Friday	Mid-term reports
March 25, Friday at 4:00 p.m.	Spring recess begins
April 5, Tuesday at 8:00 a.m.	Spring recess ends
April 6, Wednesday	Follow Monday schedule
April 23, Saturday	Get Acquainted Day
April 29, Friday	Spring Honors Day (11:00 a.m. classes cancelled)
April 29-May 1, Friday-Sunday	Spring Parents Weekend
May 18, Wednesday	Last day of classes
May 19, Thursday	Pre-registration
May 20-26, Friday-Thursday	Final examinations
June 3-4, Friday-Saturday	Alumni Weekend
June 5, Sunday	Baccalaureate
	Commencement

Statistical Summary

Students in College
1981 Full-Time Enrollment
Fall Term

	M	W	Total
Senior	210	209	419
Junior	216	233	449
Sophomore	237	249	486
Freshman	300	287	587
	963	978	1941

Geographic Distribution Full-Time Students 1981 Fall Term

	Number of Students	Percent
New Jersey	586	30.0
Pennsylvania	562	28.8
New York	250	12.8
Maryland	177	9.1
Connecticut	174	8.9
Massachusetts	47	2.4
Virginia	34	1.7
Delaware	24	1.2
Other States and Foreign Countries	87	4.5
	1941	100%

Student Retention

Of the students who entered Gettysburg as freshmen in September 1977, 73.3% were graduated by August, 1981, 1.6% who had not met the graduation requirements continued at Gettysburg, 6.3% were required to withdraw from Gettysburg for academic reasons.

Endowment Funds

Gettysburg College has benefited over the years and continues to benefit from the income of funds contributed to the College's Endowment. Income from unrestricted endowment funds may be used for the general purposes of the College or for any special purposes; income from restricted endowment funds is used solely for the purpose specified by the donor. The generous support of the donors listed below has been vital to the continuing success of the College.

(Unrestricted)

Alumni Memorial Endowment Fund

E. W. Baker Estate

Frank D. Baker

Fay S. Benedict Memorial Fund

H. Melvin Binkley Estate

H. Brua Campbell Estate

Class of 1919 Fund

Class of 1927 Fund

Class of 1939 Fund

Class of 1971 Fund

Louise Cuthbertson

A bequest in memory of Arthur Herring, Anna Wiener Herring and Louise Cuthbertson.

Charles W. Diehl, Jr., '29

Harold Sheely Diehl Estate

Faculty and Staff Memorial Endowment Fund

Robert G. Fluhrer, '12

The Ford Foundation

The Garman Fund

Given by members of the Garman family as a perpetual family memorial to the endowment of Gettysburg, the income of which shall be used in support of the education program.

The Gettysburg Times

Mamie Ragan Getty Fund

Frank Gilbert

Margaret E. Giles

Ralph and Katherine M. Gresh

James H. Gross Annuity

George G. Hatter, '11

Adam Hazlett, '10

Joseph H. Himes, '10

Marion Huey

John E. Jacobsen Family Endowment Fund

Caroline C. Knox

William J. Knox, '10

Frank H. Kramer, '14 and Mrs. Kramer

Bernard S. Lawyer, '12

Harris Lee Estate

The Richard Levis Lloyd Fund

Ralph McCreary Estate

James MacFarlane Fund, Class of 1837

Dana and Elizabeth Manners Memorial

G. Bowers Mansdorfer, M.D., '26

J. Clyde Markel, '00, and Caroline O. Markel

Robert T. Marks

Fred G. Masters, '04

A. L. Mathias, '26

John H. Mickley, '28

A gift for endowment in memory of his brother William Blocher Mickley.

Alice Miller

William J. Miller, Jr., '00

Thomas Z. Minehart, '94

Ruth G. Moyer Estate

Bernice Baker Musser

Helen Overmiller

Ivy L. Palmer

Joseph Parment Company

Mrs. Willard S. Paul, '31

Mary Hart Rinn

Nellie G. Royer

Sarah Ellen Sanders

Anna D. Seaman

A. Richard Shay, '28

Paul R. Sheffer, '18

A bequest to Gettysburg College in support of the educational program.

Herbert Shimer, '96

Robert O. Sinclair

Albert T. Smith Memorial Fund

James Milton Smith Fund

Contributed by Mrs. Emma Hancock Smith as a memorial to her son James Milton Smith.

Anna K. and Harry L. Snyder

Mary Heilman Spangler

Charles M. A. Stine, '01

Harvey W. Strayer, '10

Veronica K. Tollner Estate

Vera and Paul Wagner Fund

Walter G. Warner Memorial Fund (by Bergliot J. Warner)

Leona S. & L. Ray Weaver Memorial Fund

Richard C. Wetzel

Jack Lyter Williams Memorial Fund

Contributed by Mrs. Ernest D. Williams as a memorial to her son Jack L. Williams, Class of 1951.

Jeremiah A. & Annie C. Winter Memorial Fund

Alice D. Wrather

Romaine H. Yagel Trust

(Restricted)

Conrad Christian Arensberg Memorial Fund A fund established in 1948 by Francis Louis Arensberg in memory of his father, a Union veteran, for the purchase of Civil War books and materials.

The Rev. Peter C. Bell Memorial Lectureship Fund A fund for the establishment of a lectureship on the claims of the gospel on college men.

Bikle Endowment Fund A fund to support debating, established in 1925 to honor Dr. Philip Bikle, Class of 1866, Dean of Gettysburg College 1889-1925.

Joseph Bittinger Chair of Political Science.

Lydia Bittinger Chair of History.

Joseph and Lydia Bittinger Memorial Fund A fund to support the needs of the library.

Robert Bloom Fund For Civil War Studies.

Mr. & Mrs. Thomas Citron A fund established by Mr. & Mrs. Thomas Citron '47 to endow insurance on a 1934 oil painting by Minna Citron.

Class of 1911 Memorial Trust Fund A fund established in 1961, on the fiftieth anniversary of the Class, to provide income for the purchase of books for the college library.

Class of 1925 Meritorious Service Award Foundation To provide annual alumni awards for notable service rendered Alma Mater.

Thomas Y. Cooper Endowment A bequest to Gettysburg College in support of its libraries: (a) for acquisitions in literature and American History, as a memorial to his parents, Dr. and Mrs. Moses Cooper; and (b) for the operating budget of the library.

A. Bruce Denny Fund A fund in memory of A. Bruce Denny, Class of 1973, contributed by fellow students to purchase library books.

Luther P. Eisenhart Fund A fund established for the use of Emeriti faculty and of widows of former members of the faculty in real need of assistance.

Clyde E. and Sarah A. Gerberich Endowment Fund A fund established to support a series of lectures dedicated to the memory of Dr. Robert Fortenbaugh '13.

Jean Landefeld Hanson Fund A fund established in 1971 by family and friends of the late wife of President Emeritus C. Arnold Hanson, the income to be assigned to purposes related to the Chapel program as determined by the Chaplain and the President of the College.

The Harry D. Holloway Memorial Fund A fund to be used for purposes of keeping alive on the campus of Gettysburg College the Spirit of Abraham Lincoln.

Dr. Amos S. and Barbara K. Musselman Art Endowment Fund The income only from this fund to be used primarily to support and advance knowledge and appreciation of art at Gettysburg College.

Dr. Amos S. and Barbara K. Musselman Chemistry Endowment Fund The income only from this fund to be used by the Chemistry Department in support of the Chemistry program. The funds will be used primarily for the purchase of laboratory equipment and supplies.

Musselman Endowment for Music Workshop A fund contributed by The Musselman Foundation, the income from which is to be used to support workshops in music performance and seminars in music education.

Musselman Endowment for Theatre Arts A fund contributed by The Musselman Foundation, the income from which is to be used to support visits to the campus by individuals with expertise in the technical aspects of the theatre.

Musselman Endowment for Visiting Scientists A fund contributed by The Musselman Foundation, the income from which is to be used to support visits by scientists to the College.

Keith Pappas Memorial Fund A fund established in memory of Keith Pappas '74 to provide an award to an outstanding student.

Henry M. Scharf Lecture Fund A fund contributed by Dr. F. William Sunderman '19 in memory of Henry M. Scharf, Class of 1925, to establish a lectureship on current affairs.

James A. Singmaster '98 Fund for Chemistry A fund established in 1967 by Mrs. James A. Singmaster in memory of her husband for the purchase of library materials in chemistry, or in areas related thereto.

Dr. Kenneth L. Smoke Memorial Trust Fund A fund created in 1971 to honor the man who in 1946 established the Department of Psychology at Gettysburg College and served as its chairman until his death in 1970. The annual income is used at the joint discretion of the Chairperson of the Psychology Department and the College Librarian.

Earl Kresge Stock Endowment Fund The income from a sum of money given by Earl Kresge Stock '19 in honor of Helen W. Wagner '06 and Spurgeon M. Keeny '14 for their outstanding and inspirational teaching ability to be used by the English Department, over and above its normal budget, in a manner determined by the Department to best promote the English Language in written form.

Stoever Alcove Fund A fund established by Laura M. Stoever for the support of the library.

J. H. W. Stuckenberg Memorial Lectureship A bequest from Mary G. Stuckenberg in memory of her husband to sponsor lectures in the general area of social ethics.

Waltemyer Seminar Room Fund A fund established by Carroll W. Royston '34 and the family and friends of Dr. William C. Waltemyer '13, former head of the Department of Bible at the College, to provide furnishings for and to maintain the library in a seminar room in his memory.

Stephen Henry Warner '68 Memorial Fund A two-part fund, including: (1) Contributions to Gettysburg College in memory of Mr. Warner, the income to be used to maintain and support the Warner Collection on Vietnam, as well as to purchase new books for the library; (2) A bequest established by Stephen H. Warner for (a) library acquisitions in Asian studies and for (b) use as seed money for projects encouraging exciting, challenging, and fresh ideas.

Woman's League Fund for Upkeep and Repair of the YMCA Building (Weidensall Hall) An endowment bequest of Louisa Paulus.

Dr. and Mrs. Jeremiah Zimmerman Fund A fund established in 1931 by Dr. Jeremiah Zimmerman (1873), from a bequest of Mrs. Zimmerman, who died in 1930, to create an endowment in support of the annual operating budget of the library.

John B. Zinn Memorial Fund



GETTYSBURG

Index

- Academic Advising 21
- Academic Calendar 19, 157
- Academic Honors 51, 52
- Academic Policies and Programs 13
- Academic Purposes 14
- Academic Standing 31
- Academic Standing Committee 31, 130
- Accounting, Courses in 71
- Accident Insurance 137
- Accreditation Inside back cover
- Administration, The 146
- Administrative Offices 132
- Admission Policy 134
- Admission Procedure 134
- Admissions, Expenses, and Financial Aid 133
- Advanced Credit and Placement 32, 134
- Advising System 21
- Alcohol Policy 123
- American Studies 94
- Anthropology, Courses in 115
- Anti-discrimination Policy Inside back cover
- Army Reserve Officers Training Program 51
- Art, Courses in 60
- Artist in Residence 126
- Asian Studies 94
- Astronomy (See Physics)
- Athletic Facilities 132
- Athletics 130
- Auditing of Courses 28
- Awards 52
- Bachelor of Arts Degree Requirements 23
- Bachelor of Science in Music Education 38
- Band 125
- Bills 136
- Biology, Courses in 63
- Board 135, 136
- Board of Trustees 144
- Bookstore 127, 135
- Business Administration, Courses in 71
- Calendar 1982-83 157
- Campus Directory 128
- Campus Life 121
- Campus Map 128
- Career Services Office 131
- Career Opportunities (See Departmental Course Introductions)
- Catholic Student Religious Group 122
- Central Pennsylvania Consortium 41
- Certified Public Accountant Preparation 48, 72
- Chapel Council 122
- Chemistry, Courses in 65
- Choirs 125
- Classical Studies, Courses in 68
- Classics, Courses in 68
- Classrooms, Laboratories 132
- College Union 127
- Communication Media 126
- Comprehensive Academic Fee 135

- Computer Center 132
- Computer Courses 35
- Computer Facilities 70, 132
- Computer Studies, Courses in 70
- Consortium Exchange Program 41
- Correspondence, Listing for 164
- Costs 135
- Counseling Services 131
- Course Changes 28
- Course Numbering System 60
- Courses of Study 59
- Credit System (Credit Hours) 23
- Cultural Activities 125
- Curriculum 18
- Dean of the College 130
- Dean of Educational Services 130
- Dean of Student Life 130
- Deans' Honor List 52
- Degree Requirements
 - Bachelor of Arts 23
 - Bachelor of Science in Music Education 38
 - Exemption From 32
- Departmental, Professional, and Honorary Societies 126
- Dining Accommodations 122
- Dining Fees 135
- Distribution Requirements 24, 60
- Dormitories 123, 136
- Drama (See Theatre Arts)
- Dramatics 126
- Drugs and Narcotics Policy 123
- Early Decision Plan 134
- Economics, Courses in 71
- Education, Courses in 76
- Employment Placement Services 40, 131
- Employment Prospects in Teaching 40
- Endowment Funds 158
- Engineering Cooperative Programs 48
- English, Courses in 77
- Enrollment, Summary of 158
- Environmental Studies and Forestry Cooperative Program 49
- Expenses 135
- Facilities 131
- Faculty, The 148
- Fees 135
- Financial Aid 137
- Foreign Study 45
- Forestry and Environmental Studies Cooperative Program 49
- Four-One-Four-Program (See January Term)
- Fraternities 122, 127
- Fraternity Houses 122
- French, Courses in 82
- Freshman Advising and Orientation 21
- Geographical Distribution of Students 158
- Geography, Courses in 76
- German, Courses in 84
- Gettysburgian, The 126

- Government, Courses in (See Political Science)
- Grading System 28
- Graduate School Preparation 21
- Graduation
 - Requirements for 23, 38
 - With honors 51
- Grants 138, 142
- Greek, Courses in 68
- Handicapped Persons 27
- Harrisburg Urban Semester 41
- Health and Physical Education, Courses in 86
- Health Center 130
- Health Service 130
- History, Courses in 89
- Honor Code 17, 124
- Honor Commission 17, 124
- Honors, graduation with 51
- Honorary Fraternities and Societies 126
- Housing Policy 136
- Individualized Study 33
- Infirmery 130
- Insurance, Accident 137
- Insured Tuition Plan 136
- Intercollegiate Athletics 130
- Interdepartmental Studies, Committee on 92
- Interdepartmental Studies, Courses in 92
- Interfraternity Council 124
- Internships 19, 41
- Intramural Sports 130
- January Term 19
- Jewish Student Religious Group 122
- Journalism 126
- Junior Year Abroad 45
- Latin, Courses in 68
- Lectures 125
- Libraries 131
- Literary Magazine 126
- Literature, Concentration in 77
- Living Accommodations 122
- Loans 138, 142
- Lutheran Theological Seminary Exchange 46
- Major Fields of Study 25
- Major Requirements 25
- Map of Campus 128
- Mathematics, Courses in 95
- Medieval and Renaissance Studies 95
- Mercury, The 126
- Military Science, Courses in 98
- Minor Requirements 26
- Music Activities 125
- Music, Courses in 100
- Music Education, Bachelor of Science Degree 38
- Newspaper 126
- Off-Campus Study 41
- Office of Career Services 131
- Optional Minor 26
- Orchestra 125
- Organizations 126
- Orientation 21
- Other Instructional and Administrative Personnel 155
- Owl and Nightingale Players 126
- Panhellenic Council 124
- Part Time Student 135
- Payment of Bills 136
- Performing Arts 125
- Personal Property Insurance 137
- Phi Beta Kappa 126
- Philosophy, Courses in 103
- Physical Education, Courses in 86
- Physical Education Requirement 23, 86
- Physics, Courses in 104
- Placement of Graduates 21, 40, 131
- Political Science, Courses in 107
- Predental Preparation 46
- Prelaw Preparation 46
- Premedical Preparation 46
- Preprofessional Studies 46
- Preveterinary Preparation 46
- Prizes and Awards (See also Scholarships) 52
- Professional Fraternities and Societies 126
- Psychology, Courses in 110
- Publications, Student 126
- Radio Station 126
- Readmission of Students 31
- Refund Policy 136
- Register of Trustees, Faculty, Administration 143
- Registration 28
- Religion, Courses in 112
- Religious Life 122
- Religious, Student Groups
 - Catholic 122
 - Jewish 122
 - Protestant 122
- Reserve Officers Training Corps (ROTC) 51, 98
- Reserve Officers Training Corps, Courses in 98
- Residence Halls 122, 136
- Residence Requirements 26
- Rights and Responsibilities of Students 123
- Room Rents 135
- ROTC, Courses in 98
- Russian, Courses in 84
- Schedule Limitations 26
- Scholarships (See Also Prizes and Awards) 138, 142
- Scholastic Aptitude Tests 134
- Seminars 33
- Senior Honors 51
- Senior Scholars' Seminar 33
- Small Business Institute Program 72
- Social Fraternities and Sororities 127
- Sociology and Anthropology, Courses in 115
- Sororities 127
- Spanish, Courses in 118
- Special Interdepartmental Programs 94
- Special Major 26, 92
- Special Students 135
- Spectrum, The 126

Speech, Courses in 77
 Sports 130
 Statistical Summary of Students 158
 Student Communication Media 126
 Student Conduct 123
 Student Conduct Review Board 124
 Student-Faculty Ratio 3
 Student Financial Aid 137
 Student Government 124
 Student Handbook 123
 Student Insurance 137
 Student Health Service 130
 Student Life 121
 Student Life Council 124
 Student Newspaper 126
 Student Organizations and Activities 126
 Student Radio Station 126
 Student Retention 158
 Student Senate 124
 Student Services 130, 132
 Student Yearbook 126
 Students, Geographical Distribution 158
 Summary of Facts about Gettysburg 11
 Summer Theatre 126
 THUS (The Harrisburg Urban Semester) 41
 Table of Contents Inside front cover
 Teacher Education Programs 35, 76
 Elementary 37, 76
 Secondary 36, 76
 Music Education 38
 Teacher Placement 40
 Theatre Arts and Drama,
 Concentration in 78
 Courses in 77
 Groups 126
 Transcripts 31
 Transfer Credit 32
 Transfer Students 135
 Tuition 135
 Two Minute Look at Gettysburg 11
 United Nations Semester 45
 Veterans' Administration Benefits 136
 Visitation Hours Policy 124
 Vocational Counseling 21, 131
 Washington Semester, Economic Policy or Political
 Science 42
 Withdrawal of Students 31
 Women's Chorus 125
 Work-Study Program 138
 Writing Policy 24
 WZBT 126
 Yearbook 126

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Alumni Affairs

Robert D. Smith, *Director of Alumni Relations*

Bursar

Jay P. Brown, *Bursar*

Career Services

Dea Forney, *Director of Career Services*

Central Pennsylvania Consortium

G. Ronald Couchman, *Registrar*

Chaplain

The Rev. Karl J. Mattson, *Chaplain*

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Richard Page Allen, *Vice President for College Relations*

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 Gettysburg, Pennsylvania 17325

Telephone Number

Area Code 717/334-3131

Gettysburg College does not engage in illegal discrimination in its programs, activities, and policies against students, prospective students, employees, or prospective employees, on account of race, color, religion, ethnic or national origin, age, personal handicap, or sex. Such policy is in compliance with the requirements of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, and all other applicable federal, state, and local statutes, ordinances, and regulations. Inquiries concerning the application of any of these laws may be directed to the Affirmative Action Officer at the College or to the Director of the Office for Civil Rights, Department of Education, Washington, D. C. for laws, such as Title IX of the Education Amendments of 1972 and the Rehabilitation Act of 1973, administered by that department.

Gettysburg College is accredited by the Middle States Association of Colleges and Secondary Schools.

GETTYSBURG

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GETTYSBURG

Gettysburg College
Gettysburg, Pennsylvania

Catalogue Issue
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A Statement of Purpose

Gettysburg College

Chartered in 1832 for the express purpose of exerting "a salutary influence in advancing the cause of liberal education," Gettysburg College is a community committed to the discovery, exploration, and evaluation of the ideas and actions of humanity and to the creative extension of that heritage. Gettysburg College cherishes its place in history as the oldest existing college affiliated with the Lutheran Church in America and intends to continue that church relatedness. By intent also, Gettysburg College is nonsectarian in its instruction and strives to serve students of all faiths.

To meet its commitment, Gettysburg College seeks foremost to establish and maintain an environment of inquiry, integrity, and mutual respect. In this setting, the College creates opportunities for students to learn specific intellectual skills and to strive for breadth of understanding. A rigorous program of undergraduate learning in the arts and sciences is complemented by student and religious life programs designed to challenge and enrich the academic experience.

Gettysburg College considers its purpose fulfilled if its students grow as critically informed, humane, and creative individuals and continue to grow in these qualities after they have left Gettysburg.

The Academic Program

At the heart of Gettysburg College is the academic program, which stresses logical, critical thinking and clear writing and speaking. Through a curriculum that derives

its coherence from the traditions of liberal education, faculty introduce students to the assumptions and methods of a representative variety of academic disciplines in the sciences, the social sciences, and the humanities. Students are encouraged not only to specialize but also to broaden their understanding of the past and present intellectual, social, and cultural contexts within which knowledge lives. The academic program is designed to provide more than skills and intellectual perspective; it places these in a context of humane values such as openmindedness, personal responsibility, and mutual respect.

The Gettysburg faculty is dedicated to the goals of liberal learning, committed to professional development that serves and exemplifies those goals, responsible for periodic review of the curriculum, and eager to teach and learn with students in an open and trusting exchange.

Gettysburg's academic program can reach its full potential only if our students continue to have the ability and the inclination to profit from an intense liberal arts experience. The academic environment is further enriched when such students come from many socio-economic and ethnic backgrounds.

With a coherent curriculum, an able and dedicated faculty, and students committed to learning, the academic program seeks to free students *from* narrowness and provincialism and to free them *for* the joys and benefits of conscious intellectual strength and creativity. Gettysburg wants its students to learn a wise scepticism and a sense of human fallibility, to acquire new interests

and orientations through liberating experiences of change and growth, and to learn to use the skills, knowledge, and values of a liberal education in an unending but satisfying search for wisdom and fullness of life.

The Student Life Program

Students entering college are interested in discovering who they are. Because students often face critical decisions about personal values, occupational choices, and role identities during their college years, the student life program seeks to provide opportunities for resolution of these important matters. To assist students in weighing available options and making decisions, the student life program offers, for example, psychological and career counseling and informal seminars on a variety of topics. Personal contact with Gettysburg's faculty and administration provides the attentive student with a wide range of role models to contemplate. Gettysburg's annual lecture series further expands students' horizons.

The College also reveals its commitment to the total development of its students by encouraging them to play an important role in establishing and enforcing the conditions of campus life. Students supervise the academic Honor Code; students participate on certain trustee, faculty, and College planning and policy-making committees; and students fund and control many student activities.

To supplement what students learn through living on campus and participating in student development programs, the College provides a full and varied extracurricular program. This program encourages students to

develop leadership skills by working in student government; to deepen their appreciation for the arts by participating in concerts, dramatic productions, and other performances; to sharpen their writing and speaking skills by contributing to College publications or broadcasts; and to enjoy the mental and physical self-discipline required by competition in intercollegiate, intramural, and recreational athletics.

The Religious Life Program

Gettysburg College has partnership agreements with the Central Pennsylvania and Maryland Synods of the Lutheran Church in America. These relationships and, more specifically, the campus religious life program, nurture intellectual values and give opportunities for the examination of spiritual and moral values and

for commitments by those who choose to make them.

The religious life program of the College is designed to meet the needs of this religiously heterogeneous community to worship, to study, and to serve. The Chaplains, although they are employed by the College and report directly to the President, are called to this service by the synods of the Church. They assume primary responsibility for corporate worship; they counsel students and other campus personnel, help students and faculty plan programs to explore theological issues and to reach out to those in need, facilitate the work of local churches and denominational groups on the campus, and speak prophetically to issues of human justice when College values and College practice seem to diverge.

Gettysburg College best serves the Church through its performance as a superior educational institution in which the Church's commitments and practices may be tested.

Summary

Through its academic program, its student life program, and its religious life program, then, Gettysburg College provides for the development of the young adult as a whole person — intellectually, socially, emotionally, physically, and spiritually.

Approved by the Gettysburg College faculty: October 8, 1981
Approved by the Gettysburg College Board of Trustees: December 5, 1981

Table of Contents

The provisions of this catalogue are not to be regarded as an irrevocable contract between the College and the student. The College reserves the right to change any provision or requirement at any time. This right to change provisions and requirements includes, but is not limited to, the right to reduce or eliminate course offerings in academic fields and to add requirements for graduation.

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5 Gettysburg College—The Community

17 Academic Policies and Programs

Academic Purposes, Honor Code, Curriculum, January Term, Advising System, Credit System, Degree Requirements, Residence Requirements, Registration, Grading System, Academic Standing, Transcripts, Withdrawal and Readmission, Transfer Credit, Exemption from Degree Requirements, Individualized Study and Seminars, Senior Scholars' Seminar, Computer Courses, Teacher Education Programs, Off-Campus Study, Additional Off-Campus Programs, Preprofessional Studies, Cooperative Programs, Senior Honors, Deans' Honor List, Prizes and Awards

63 Courses of Study

133 Campus Life

Student Life, Office of Student Life, Residential Life, Greek Life, Dining Accommodations, Student Conduct, College Union, Student Government, Programming and Student Activities, Campus Communications, Counseling Services, Career Services, Health Service, Religious Life and Chapel Programs, Athletics, Academic Services and Information, Facilities

143 Admission, Expenses, and Financial Aid

Admission Policy, Comprehensive Academic Fee Plan, Board, Room Rents, Payment of Bills, Housing Policy, Refund Policy, Insurance, Student Financial Aid

155 Register

Board of Trustees, Administration, The Faculty, Other Instructional and Administrative Personnel, Calendar, Statistical Summary, Student Retention, Endowment Funds

175 Index





GETTYSBURG

The
Community

A heritage of excellence

Gettysburg College

1832/1982

The 1982-83 academic year marked the 150th anniversary of the opening of the College for the admission of students. Having received its charter from the Pennsylvania legislature on April 7, 1832, the College was opened for the admission of students on November 7, 1832. It is the oldest Lutheran affiliated college in the United States.



Most of the roads which bring you to Gettysburg College in the historic town of Gettysburg in South Central Pennsylvania will cross the site of the famous Civil War Battle of 1863. During those three hot July days, Pennsylvania Hall—which is still the center of the campus—served as a hospital for both Union and Confederate forces. Today the town of Gettysburg is larger but less turbulent than in 1863. It is virtually encircled by a 3500-acre National Military Park; the surrounding countryside is rural,

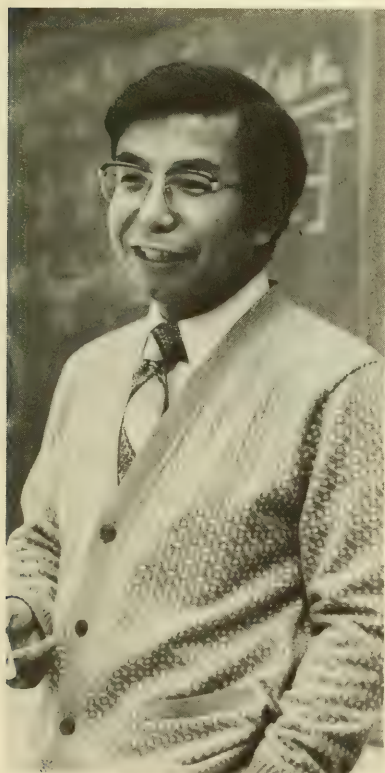
consisting primarily of farms and orchards in rolling countryside with large expanses of undisturbed woodland.

Gettysburg College, like the town of which it is a part, has grown since its Civil War days. It now has a campus of 200 acres and seeks to limit its enrollment to 1900 students. It is a private, independent college that is one of the 18 colleges affiliated with The Lutheran Church in America. Yet

since its founding in 1832 by Lutherans and local community leaders, the College's purpose has remained the same: to offer a quality liberal arts education to students of all faiths.

The goals of the educational program at Gettysburg are to develop your capacity to think logically and use language clearly, to give you a rigorous introduction to the assumptions and the methods of a representative variety of academic disciplines, and to acquaint you with the range and diversity of human customs, pursuits, ideas, values, and longings.

Ultimately, this type of education is the most practical of all because it equips you to make a creative approach to problems—present or future. In addition, Gettysburg believes strongly that such an education will foster in you a high sensitivity to moral



and spiritual values along with a quest for knowledge which will continue after completion of formal studies.

Although training for specific jobs is not seen as a primary function of a liberal arts education, Gettysburg does not ignore your appropriate concern about careers. The College offers a career services program; preparation and certification for teaching; advisory services for prelaw and premedical students; opportunities for student internships in a variety of fields; and concentration in a major field as preparation either for further specialization in graduate or professional school, or for work in business, industry, or government.

Academic programs at Gettysburg provide you with both a broad range of intellectual experiences and the individual attention you need to make the best use of those experiences. One of the

advantages of an education at Gettysburg is the preponderance of small classes, especially in more advanced courses. A student-faculty ratio of 13:1 helps to assure close relationships between you and your professors.

You may select a major field of study from any one of 23 academic areas: art, biology, business administration, chemistry, classical studies, economics, English (or English/theatre arts), French, German, Greek, health and physical education, history, Latin, mathematics, music, music education, philosophy, physics, political science, psychology, religion, sociology and anthropology, and Spanish.

If you want to concentrate your academic program on a particular problem or area of investigation which involves courses in several different departments, you may design your own major. A Special



Consortium and through other off-campus and cooperative programs, Gettysburg offers you academic opportunities beyond our campus. The Consortium sponsors a semester in Urban Studies in Harrisburg. Other off-campus programs include the Washington Semester in government or the Washington Economic Policy Semester with American University and the United Nations Semester at Drew University. Many students each year study in foreign countries under our Junior Year Abroad program.

Gettysburg has cooperative programs in engineering with Pennsylvania State University, Rensselaer Polytechnic Institute and Washington University of St. Louis. There is a cooperative forestry and environmental studies program with Duke University. Under all of these programs a student begins his or her college

Major can cover broad areas such as American Studies, or it can focus on a specific topic, such as Community Planning and Administration.

The College's distribution requirements assure your acquaintance with several broad areas of study. After you select a major field of study, ample opportunity is provided for electives in fields of your choice.

The 4-1-4 academic calendar at Gettysburg allows you to spend the entire month of January concentrating upon one course to provide an exciting, intensive, academic experience in an area in which you have special interest. Individualized study projects in the fall and spring terms can also help you explore your special interests. The academic program exists to serve you, the individual student.

You will have a faculty adviser to assist you in planning your academic program. Academic counseling is available, as is counseling for nonacademic personal matters. Gettysburg wants you to succeed, and the faculty and staff are dedicated to helping you.

Through membership in the three-college Central Pennsylvania



career at Gettysburg and completes it at the cooperating university, earning degrees from both institutions.

Preparation for your career may be very much a part of your studies at Gettysburg. Through the teacher education programs you can become certified to teach in elementary education, music education, or in one of 11 different secondary education fields.

Gettysburg offers all the courses necessary for you to enter the medical, dental, or veterinary medicine school of your choice. Prelegal preparation does not require specific courses, but for students interested in either medical or legal careers, we have special advisory committees to help students plan their courses and to help them obtain admission to the professional school they choose.

Gettysburg lets you take much of the responsibility for choosing an academic program that meets your needs and interests. Regardless of the courses you select, the classes at Gettysburg will challenge you intellectually so you can feel the satisfaction that comes only from meeting that challenge and succeeding.

The faculty at Gettysburg is the heart of the College's excellence as an academic institution. The faculty members not only are highly skilled as scholars and teachers but are very much interested in the growth and development of you, the student.

The faculty is concerned with the continued improvement of its teaching skills. Funds for such improvement have come from grants from two major foundations in recognition of the College's commitment to excellence in undergraduate teaching and from the College's own resources.



Teaching occurs most obviously in the classroom, but it does not stop there. As a student, you will be encouraged to talk to your professors after class and during office hours. You will have a faculty adviser to turn to for advice or just for conversation.

The relationship between students and faculty need not end at graduation. Recently, a professor in the Political Science Department has published articles as co-author

was the subject of the motion picture made for television, "Journey From Darkness" and the book, *White Coat, White Cane*. Most students do not require the special attention from faculty and other students that was needed to prepare a blind student for medical school, but when an individual student needs such attention, Gettysburg tries to provide it.

While emphasizing the teaching of undergraduates, the faculty is also concerned with scholarly achievement. Three-quarters hold the doctoral degree or the highest earned degree in their fields, and many publish books and articles in scholarly journals. These scholarly activities assure that faculty members keep up with—and contribute to—the latest developments in their fields. These scholarly achievements thus help to make the faculty better teachers.

The faculty at Gettysburg is a group of trained scholars and skilled teachers with a warm, personal interest in you, the student.

Gettysburg's 200-acre campus and 44 buildings provide you with excellent facilities for all aspects of college life.

The center of the academic facilities is the new Musselman Library/Learning Resources Center. Total library collections include approximately 270,000 volumes, 36,000 microforms, 32,000 government publications, 11,000 records, and subscriptions to 1,250 journals.

Today a college needs more than an excellent library. New instructional techniques must be available. Gettysburg's computer center has a sophisticated Burroughs computer which permits use in every major computer language to serve your



with a former student who is now a practicing attorney. Student-faculty relations continue on a social as well as a scholarly level. If you visit the home of a faculty member during Homecoming Weekend or Commencement, you may find former students as guests.

The first blind student admitted to medical school in the United States in this century was a Gettysburg graduate. His story





educational needs and a microcomputer laboratory with 18 Apple II + microcomputers. The College has a modern language laboratory, a theatre laboratory studio, a greenhouse, an observatory with a 16-inch telescope, and a planetarium with a 30-foot dome on which paths of planets and stars are projected.

Gettysburg is fortunate to have both an RCA EMU4 transmission electron microscope (TEM) and a JEOL TS20 scanning electron microscope (SEM) so that students

in the sciences can do any advanced work for which an electron microscope is a necessity.

Ten residence halls, 12 fraternity houses, and three cottages provide you with variety in your housing choices. Eighty-five percent of the students live in College residences or fraternity houses. The College dining hall provides meals on either a contract or occasional basis.

The College Union Building with its many features—including bowling alleys and an Olympic-size swimming pool—is a center of student life on the campus.

Other recreational and athletic facilities include two gymnasiums, a fieldhouse, a stadium with a football field and quarter-mile cinder track, and five additional outdoor athletic fields. Both indoor and outdoor tennis courts are available.

The well-equipped College Infirmary has 9 double rooms for in-patients, a two-bed isolation room, a kitchen, nurses' quarters, and treatment, examining, and consulting rooms.

Although most major buildings on campus have been built in the last 25 years, the original campus building—Pennsylvania Hall, built in 1837—has been renovated and serves as the center for administrative personnel. Many



other older buildings on campus have been renovated so that their exteriors retain the architectural charm of their period of construction while the interiors contain modern facilities.

A full and diverse program of cultural, extracurricular, and religious activities is provided to enrich your personal and academic growth as well as to provide enjoyment and relaxation.



Student responsibility is promoted through student participation in a number of committees and organizations. Because Gettysburg is a residential College, the Student Life Council is particularly important. Students play a vital role in the work of this Council, which reviews the College's policies for residential life and student conduct. An elected Student Senate is the main organization of student government. Students also run the Honor Commission, which administers the student Honor Code, and the Student Conduct Review Board, which handles disciplinary cases within the student body.

The College has a full calendar of cultural activities. Concerts, plays, and lectures occur frequently. Student performing groups include the Gettysburg College Choir, which has received international recognition, the Chapel Choir, the Women's Chorus, the College Marching and Symphonic Bands, the Gettysburg College Orchestra, the Owl and Nightingale Players, who present four major theatrical productions each year, and the Laboratory Theatre, which performs a dozen shorter works.

The College Union is the center of student activities on campus. Many events such as concerts, lectures, films, and dances are held in the ballroom of the Union. The Bullet Hole, also in the Union, is a snack bar that serves as an informal meeting place for the campus.

Social events are also provided by fraternities and sororities. Gettysburg has 12 fraternities and seven sororities, all of which are nationally affiliated.

In addition to the social fraternities and sororities, the College has many departmental, professional, and honorary societies. There are



honorary fraternities or clubs for students in 16 different academic areas. Gettysburg also has a chapter of Phi Beta Kappa, the national academic honorary fraternity.

To keep you informed about happenings on campus, there is the student newspaper, *The Gettysburgian*, the student-run FM radio station, WZBT, a weekly announcement sheet, *This Week at Gettysburg*. The newspaper and radio station offer you opportunities to learn about all

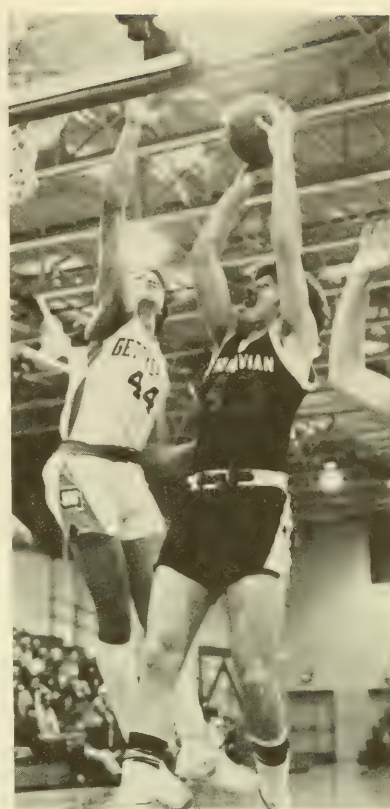
aspects of journalism and radio broadcasting.

Other Gettysburg student publications include *The Spectrum*, the College yearbook, and *The Mercury*, a journal of student poems, short stories, photographs, and art work.

At Gettysburg all students can participate in some supervised sport. Depending upon your athletic ability, you may choose to be part of the extensive intramural program for men and women or to play on one of 19 varsity teams. The intercollegiate program for men includes football, soccer, basketball, swimming, wrestling, lacrosse, tennis, cross country, baseball, golf, and track and field. The teams in golf, and track and field are open to both men and women. There is also an informal interest group for women in track and field. In addition, there are separate women's teams in field hockey, volleyball, cross country, basketball, swimming, lacrosse, softball, and tennis. In bowling and rifle there are club teams open to both men and women.

The College is a member of the Middle Atlantic States Athletic Conference and enjoys well balanced athletic rivalries with other teams in that division.

After you take advantage of all that Gettysburg has to offer you, you may wish to pursue further graduate study or to enter your career field immediately. You may be undecided. The Career Services Office will help you to clarify your goals and interests so you can make a wise career choice. This office maintains a library that includes vocational information, and information about graduate studies. Employment interviews with companies are offered on campus; more important, however, the Career Services Office gives



training in how to find out about and apply for jobs wherever you may wish to work.

Student life at Gettysburg is lively and diverse. There is one simple goal for all the organized activities on campus—to enhance the full range of your liberal education.

Admission to Gettysburg is on the basis of high academic attainment and evidence of ability to do high quality college work as indicated by aptitude tests and personal qualities. The College welcomes applications from students of



differing ethnic, religious, racial, economic, and geographic settings. Applications for admission are due no later than February 15 of your senior year. Offers of acceptance are usually sent by the first week in April. Applications for Early Decision will be considered between November 15 and February 1 of the senior year with notification of acceptance between December 15 and February 15.

Total expenses covering comprehensive academic fee, room, board, and books and supplies are estimated at \$9660 for the 1983-84 academic year. Additional costs include personal expenses such as laundry and clothing, transportation, etc. A generous program of financial aid is available for students who are unable to finance their entire education from family and/or personal resources.

The College catalogue cannot give the full flavor of Gettysburg. When we ask our students "Why did you choose to come to Gettysburg?" most of them mention the College's academic programs, but they also talk about the friendliness that is Gettysburg. One student said it this way: "I felt so at home when I visited Gettysburg that I knew I wanted to go there. It seemed the people cared more and noticed me more. When you

don't know anyone, simple but meaningful gestures of kindness are never forgotten."

Only by visiting Gettysburg can you gain a fuller understanding of what a Gettysburg education can mean to you. As you sit in on a class, talk to a professor, or chat with students at the Bullet Hole, you will begin to appreciate all the ways that you can benefit from attending Gettysburg. The admissions staff can answer any specific questions you have about the College, but you also will learn much from the many informal conversations you have during your visit.

If you want to visit Gettysburg or find out anything about the College, please write—or call—Delwin K. Gustafson, Director of Admissions, Gettysburg College, Gettysburg, Pennsylvania 17325, telephone (717) 334-3131.

A two-minute look at Gettysburg

Type of College: Four-year, coeducational, liberal arts college founded in 1832 and affiliated with the Lutheran Church in America.

Location: In the town of Gettysburg, in South Central Pennsylvania. Only 80 miles from Washington D.C., 55 miles from Baltimore, and 36 miles from Harrisburg, the state capital.

Enrollment: About 1900 students—approximately one-half are men and one-half are women.

Campus: 200 acres with 44 buildings.

Library: Musselman Library with total collections of 270,000 volumes, 36,000 microforms, 32,000 government publications, 11,000 recordings and subscriptions to 1,250 journals. The library seats 800 students, and has an all-night study, media

theater, graphics center, and language lab.

Faculty: 137 full time with three-fourths having an earned doctorate or the highest earned degree in their field. Student-Faculty Ratio 13:1.

Academic Calendar: 4-1-4

Degree Programs: Bachelor of Arts, Bachelor of Science in Music Education.

Majors: Art, biology, business administration, chemistry, classical studies, economics, English (or English/theatre arts), French, German, Greek, health and physical education, history, Latin, mathematics, music, music education, philosophy, physics, political science, psychology, religion, sociology and anthropology, and Spanish. Students may develop their own interdepartmental or interdisciplinary majors. Many optional minors.



Special Programs: Junior Year Abroad; Washington Semester in government; Washington Economic Policy Semester; United Nations Semester; Harrisburg Urban Semester; cooperative programs in engineering or forestry and environmental studies; computer studies; certification in elementary and secondary education; January Term internships; R.O.T.C.; Cooperative College Consortium with Dickinson and Franklin and Marshall.

Distinctive Features:

Sophisticated Burroughs computer and 18 Apple II + microcomputers; two electron microscopes—transmission and scanning units; extensive new facilities for fine arts and music; planetarium; greenhouse; observatory; writing center; extensive physical education facilities.

National Honor Societies:

Phi Beta Kappa (one of only 17 chapters in Pennsylvania) and honorary or professional societies in 16 academic areas.

Social Life:

12 men's social fraternities and seven women's sororities; College Union which sponsors a diverse schedule of social events.

Student Activities:

Student-run FM radio station; yearbook; newspaper; full range of musical groups including two choirs and bands, orchestra, and numerous ensembles; liturgical dance group; various dramatic troupes; numerous student special interest groups.



Cultural Activities:

Full schedule of lectures and concerts bringing to campus nationally known speakers and performers; film series at College Union; trips to Washington and Baltimore to events of special interest.

Sports:

Extensive intercollegiate and intramural programs with 11 intercollegiate sports for men, and 10 intercollegiate sports for women, including 2 coeducational intercollegiate sports; and 16 intramural sports for men, and 11 intramural sports for women, including 3 coeducational intramural sports.

Student Services:

Faculty advisers, academic and personal counseling, career counseling, financial aid counseling.

Residence Halls:

Ten residence halls and three cottages. All residence halls except two (which were recently renovated) erected since 1950. Some residence halls are single sex; others occupied by students of both sexes. Some student residence areas assigned to special interest student housing groups.

Religious Life:

Programs for students of all faiths coordinated through the College Chapel.

Student Government:

Students assume the major role in planning student activities and in enforcing rules of responsible citizenship. Student Honor Code gives students responsibility for maintaining high standards of academic integrity.

School Colors: Orange and Blue.





GETTYSBURG

Academic
Policies and
Programs

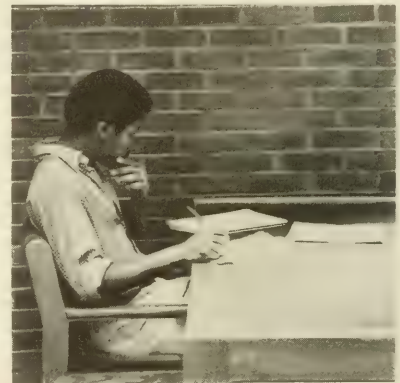


3. Rigorous introduction to the assumptions and methods of a representative variety of the academic disciplines in the sciences, the social sciences, and the humanities. The curriculum must encourage students to recognize that the disciplines are traditions of systematic inquiry, each not only addressing itself to a particular area of subject matter but also embodying an explicit set of assumptions about the world and employing particular methods of investigation. Students should recognize that the disciplines are best seen as sets of carefully constructed questions, continually interacting with each other, rather than as stable bodies of truth. The questions that most preoccupy academic disciplines involve interpretation and evaluation more often than fact. Students should learn that interpretation and evaluation are different from willful and arbitrary opinion while

Academic Purposes of Gettysburg College

Gettysburg College believes that liberal education liberates the human mind from many of the constraints and limitations of its finiteness. In order to accomplish its liberating function, Gettysburg College believes that it owes its students a coherent curriculum that emphasizes the following elements:

1. Logical, precise thinking and clear use of language, both spoken and written. These inseparable abilities are essential to all the liberal arts. They are not only the practical skills on which liberal education depends but also, in their fullest possible development, the liberating goals toward which liberal education is directed.
2. Broad, diverse subject matter. The curriculum of the liberal arts college should acquaint students with the range and diversity of human customs, pursuits, ideas, values, and longings. This broad range of subject matter must be carefully planned to include emphasis on those landmarks of human achievement which have in particular shaped the intellectual life of the present.





generalization, dogmatic assertion, and intolerant condemnation of the strange, the new, and the foreign. Students will tend to have a sense of human limitations, for no human mind can be a match for the world's immensity. Promoters of universal panaceas will be suspected as the gap between human professions and human performance becomes apparent. Students will tend less than before to enshrine the values and customs of their own day as necessarily the finest fruits of human progress or to lament the failings of their time as the world's most intolerable evils.

But wise skepticism and a sense of human fallibility are not the only liberating effects of the liberal arts. With effort and, in all likelihood, some pain, students master difficult skills and broad areas of knowledge. They acquire, perhaps with unexpected joy, new interests and orientations. In short,



at the same time recognizing that interpretations and evaluations of the same body of facts may differ drastically given different assumptions, methods, and purposes for inquiry. Human thought is not often capable of reaching universal certitude.

These necessary emphases of the college's curriculum are liberating both in the sense that they free students *from* narrowness and provincialism and in the sense that they free them *for* the joys and benefits of conscious intellectual strength and creativity.

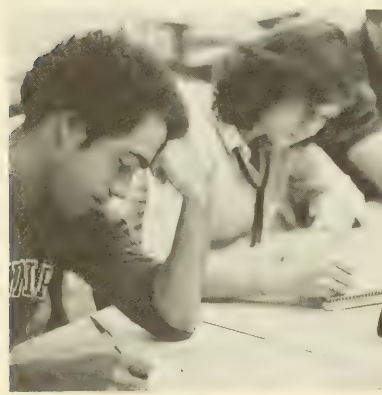
Liberal education should free students from gross and unsophisticated blunders of thought. Once exposed to the diversity of reality and the complexity and arduousness of disciplined modes of inquiry, students will be less likely than before to engage in rash



they experience change and growth. Perhaps this experience is the most basic way the liberal arts liberate: through providing the experience of change and growth, they prepare students for lives of effective management of new situations and demands.

The liberal arts provide a basis for creative work. Creativity is rarely if ever the work of a mind unfamiliar with past achievements. Rather creativity is almost always

the reformulation of or conscious addition to past achievement with which the creative mind is profoundly familiar. By encouraging students to become responsibly and articulately concerned with existing human achievement and existing means for extending and deepening human awareness, Gettysburg College believes that it is best insuring the persistence of creativity.



The intellectual liberation made possible through liberal education, though immensely desirable, does not in itself guarantee the development of humane values and is therefore not the final purpose of liberal education. If permitted to become an end in itself, it may indeed become destructive. A major responsibility of those committed to liberal education, therefore, is to help students appreciate our common humanity in terms of such positive values as openmindedness, personal responsibility, mutual respect, empathic understanding, aesthetic sensibility, and playfulness. Through the expanding and diverse intellectual activities offered in liberal education, students may develop greater freedom of choice among attitudes based on a fuller appreciation of our common

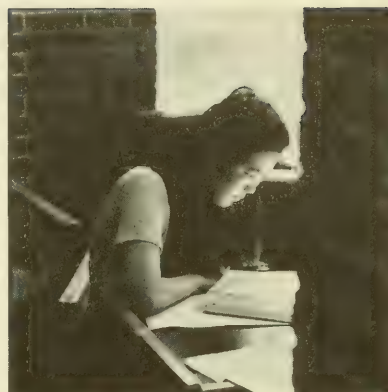
humanity and based on clearer recognition of our immersion in a vast, enigmatic enterprise.

The faith of the founders of Gettysburg College expressed in the charter supports the foregoing statement of academic purposes. The open search to know, tempered by humane reflection, complements our religious heritage. Together, we hope to add useful initiative toward the creation of a world in which diversity is more challenging and interesting than it is fear-producing; a world in which one may hear the sad truths reported by cynics while hearing, too, tales of quiet courage, of grace, of beauty, of joy. Then the response to the inevitably dissonant experiences of living may be wiser as a function of liberal education. Of course, the development of wisdom remains an elusive aim. It

involves realms of experience that go beyond the academic, and a time span that encompasses a lifetime. Nevertheless, liberal education can be profoundly useful in the search for the fullness of life.

Adopted by the Faculty
December 1, 1977

The Academic Policies and Programs of the College are designed to encourage and guide the student in pursuing the goals of liberal arts education. Through careful planning of programs within the structure of requirements and through wise choices among the many special opportunities available, the student can obtain many educational benefits. Such a student should be motivated and equipped to continue independently after the completion of formal studies an unending but satisfying search for wisdom and the fullness of life.



The Honor Code

A liberal arts program has as a basic premise the ideal of academic integrity. Gettysburg students live and work in a college community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct.

An academic honor system was instituted at Gettysburg College in 1957 and was strongly reaffirmed in 1976. It is based upon the belief that undergraduates are mature enough to act honorably in academic matters without faculty surveillance and that they should be encouraged to conduct themselves accordingly. At the same time the College clearly recognizes the obligation placed upon each student to assist in maintaining the atmosphere without which no honor system can succeed.



The Honor Pledge, reaffirmed on all academic work submitted, states that the student has neither given nor received unauthorized aid and that he or she has witnessed no such violation. The preservation of the atmosphere of independence permitted by the Honor Code is the responsibility of the community as a whole. Students must comply with the Honor Code both in presenting their own work and in reporting violations by others. No student may enroll at Gettysburg College without first having signed the pledge. A person who would sign the pledge with reservation should not apply for admission.

Alleged violations of the honor code are handled by an Honor Commission elected by the students. Decisions of the Commission may be appealed to a student-faculty-administrative board of review.

Curriculum

The major goals of the curriculum are to provide the student with: the ability to think logically and precisely and to use language clearly; an exposure to broad, diverse, subject matter in order to give acquaintance with the range and diversity of human customs, ideas, and values; and a rigorous introduction to the assumptions and methods of a representative variety of academic disciplines in the sciences, the social sciences, and the humanities.



Gettysburg College's "Distribution Requirements" assure the student an introduction to the variety of opportunities offered by a liberal arts education. In the freshman year the Gettysburg student normally takes courses in a variety of fields and begins to fulfill distribution requirements, such as those in foreign languages, laboratory sciences, social sciences, or literature. In the sophomore year the student usually selects a major and, in consultation with a major adviser, plans a college program which will allow the completion of specific graduation requirements and also provide opportunities for the widest possible choice of electives. In the last two years most students concentrate on courses in their major fields or a Special Major and supplement their programs with elective courses. Students are expected to complete the two year physical education requirement by the end of the sophomore year.

Students majoring in the natural sciences usually begin such programs in the freshman year and follow a closely prescribed sequence of courses. Students anticipating careers in medicine, dentistry, or veterinary medicine should begin acquiring necessary preparatory courses in the freshman year.



The ONE of the 4-1-4: January Term

The 4-1-4 calendar divides the academic year into three terms: Fall, January, and Spring. During the fall and spring terms, each student takes four courses; during the January Term, each student takes one course.

The January Term offers both students and faculty freedom and opportunity not found in the other two terms. Because the student takes only one course and the faculty member teaches only one course, January Term frees both student and faculty member from the demands of other courses and the conflicts sometimes created by these competing demands. Both are freed to explore together a limited subject in some depth, to investigate topics they may be

unable to investigate during the fall and spring terms, or to concentrate on one mutual interest.

Because neither the instructor nor the student has to rush to another



class or lab, both are freed from the traditional class periods two or three days a week. They may design experiments which require their presence for long periods of time or which demand frequent monitoring. They may schedule class meetings whose length and frequency best serve the needs of the particular subject.

Because of the flexible class schedule, faculty and students make greater use of off-campus facilities and situations for learning. In January 1983, instructors planned field trips to the Pentagon and the Supreme Court; to the National Arboretum and the USDA Experimental Station in Beltsville, Maryland; to a mental hospital in Philadelphia; to the American History Museum, the Smithsonian Institute, and the American Film Institute in Washington, D.C.; to Longwood Gardens in Kennett Square; to Dumbarton Oaks to view the pre-Columbian collection; to concerts in Philadelphia and New York; and to Revolutionary War and Civil War battle sites. Individual students may gather information for papers or projects at nearby public schools, government agencies, museums, historical

societies, and libraries such as the Library of Congress.

Instructors may design courses in which students spend part of the term on campus in rather traditional learning situations and then spend the other part of the month visiting places off campus. In January 1983, some students spent eleven days at Camp Dawson, West Virginia, in winter survival and others spent two weeks in New York visiting galleries and museums. Faculty may design a course which takes students off campus for the month of January to settings as close as the South Mountain Rehabilitation Center in Franklin County, Pennsylvania, or as far away as Paris, France. During the 1983 term, students traveled to Bermuda, England, France, and Spain to study language, tropical

marine biology, the English primary school system, and the culture of these societies.

Students have the opportunity to study as exchange students at other colleges or universities which share the 4-1-4 calendar; to design individual research projects; to test their skills, knowledge, and interest in an internship in a work setting. Or they may select one of approximately one hundred courses offered on campus.

Examples of courses offered in January 1983 include Plant-Animal Interactions; Woman as Literary Artist; Calculus and the Computer; Cubes, Groups, and Puzzles; The Church Music of J. S. Bach; The Sociology of Madness; Gandhi and Non-Violence; Ethical Questions of War and Peace; Aesthetics of Cinema; and The Health of Presidents.

During January 1983, Gettysburg College students enrolled as exchange students at 10 institutions across the country, including the University of San Diego, Colgate University, and Westminster College. To complete individualized research projects, Gettysburg students worked as far away as Mexico, Japan, Thailand, West Germany, and the U.S. Virgin Islands and as close as the Adams County Courthouse and the Gettysburg College Library; they studied the effects of the Civil War on the residents of Adams County, paper production in Mexico, and the elementary school in West Germany. Students held internships in diverse areas: in hospitals, in churches, in newspapers, in public school classrooms, in accounting firms, in the shock trauma unit of the University of Maryland Hospital, in physical therapy at Duke University, in a U.S. Congresswoman's office in Washington, in a senior citizen's



program in San Francisco, in public relations at the Lincoln Center for the Performing Arts, and at the Department of Health and Human Services in Washington.

The January Term offers a change of pace in the academic year. It is a term which is both more relaxed and more intense than the other two terms. The expectations for the January Term are high. But like anything that affords freedom and opportunity, the January Term demands responsible use of time, ability, and facilities by both faculty and students if these expectations are to be met.

The Advising System

The College believes that one of the most valuable services which it can render to its students is careful counseling. Accordingly, even before arriving on campus, each freshman is assigned a

faculty adviser to assist in dealing with academic questions and in explaining College regulations. In addition special assistance is available from deans and counselors.

During the first week of the fall term, all new students participate in an orientation program designed to help them become acquainted with the College. All entering freshmen receive in



advance a detailed schedule of events of this program. During orientation, students have individual conferences with their advisers, take part in discussions of college life, and engage in other activities intended to familiarize them with the College. They also take achievement and placement tests which provide the College with valuable information concerning their educational background and academic

potential. These tests help Gettysburg to provide an education suited to each student's capacities.

During the year, freshman advisers arrange periodic meetings with their advisees to review the students' progress. Advisers are also available at other times to discuss unexpected problems as they arise. Any changes in a freshman's schedule must be approved by the adviser.

When a student chooses a major field of study, preferably by the end of the sophomore year, a member of the major department becomes his or her adviser and assists in the preparation of the student's class schedule.

Thereafter, until the student leaves College, he or she normally retains the same adviser, who performs functions similar to those of the freshman adviser, including the

approval of all course schedules. It is the responsibility of sophomores and upperclass students to take the initiative in discussing their entire academic program with their advisers and to view that program as a meaningful unit rather than as a collection of unrelated courses.

A student wishing to change the major course of study must notify the department in which he or she is a major and secure the approval of the one desired. Juniors and seniors making such changes should understand that it may be necessary to spend more than four years in residence in order to complete their concentration requirements. Permission to spend more than four years in residence must be obtained from the Academic Standing Committee.

The College encourages qualified students to prepare for graduate work, which has become a necessity in an increasing number of career fields. It is important for such students to become familiar with the requirements of the graduate programs in which they are interested, as well as the qualifications for fellowships and assistantships within these programs, well in advance of their graduation from Gettysburg College. Above all, they should recognize the importance of building a superior undergraduate academic record.



The administration and major advisers informally assist students in securing employment or placement in graduate school. The Musselman Library/Learning Resources Center has a collection of graduate school catalogues for student reference. Four times a year the Graduate Record Examination is given on the Gettysburg campus for those students who plan to enter a graduate school; the Law School Admissions Test is given twice each year on campus. Special advisory committees assist students in planning for the legal and health related professions.

Credit System

The course unit is the basic measure of academic credit. For transfer of credit to other institutions the College recommends equating one course

unit with 3.5 semester hours. The 3.5 conversion factor is also used to convert semester hours to Gettysburg course units for those presenting transfer credit for evaluation at the time of admission or readmission to the College. A small number of quarter course units are offered in Music, Health and Physical Education, and ROTC. These courses may not be accumulated to qualify as course units for graduation. Quarter course units should be equated to one semester hour.

Requirements for the Degree of Bachelor of Arts

The College will confer the Bachelor of Arts degree upon the student who completes satisfactorily the following:

- 1) 35 course units, including Freshman Colloquy, four January Term courses, plus 3 quarter courses in Health and Physical Education;
- 2) a minimum accumulative average of 2.00 and an average of 2.00 or better in the major field;
- 3) the distribution requirements;



- 4) the concentration requirement in a major field of study, in some fields including a comprehensive examination;
- 5) a minimum of the last full year of academic work, including the senior January Term, in residence at Gettysburg College or in an approved College program; and
- 6) the discharge of all financial obligations to the College.

Quarter course credits do not count toward the 35 course graduation requirement.

No course used to obtain a bachelors degree at another institution may be counted toward the requirements for a Gettysburg College degree.

The requirements for the degree of Bachelor of Science in Music Education are found on page 42.



Each student is responsible for being sure that graduation requirements are fulfilled by the anticipated date of graduation.

Writing Policy Since the ability to express oneself clearly, correctly, and responsibly is essential for an educated person, the College cannot graduate a student whose writing abilities are deficient. See Item 1 under Distribution Requirements below. Grades on poorly written papers, regardless of the course, may be reduced because of the quality of writing; in extreme cases, a failing grade may be given for this reason.

Distribution Requirements Each candidate for the Bachelor of Arts degree must satisfactorily complete the distribution requirements listed below. Any requirement may be satisfied, with or without course credit, by students who can qualify for exemption (see page 36). The departmental listings under Courses of Study (beginning on page 63) indicate which courses fulfill a distribution requirement. See the January Term Catalogue for the designation of January courses which may be used for the same purpose. Note that some Interdepartmental Studies courses fulfill requirements in history/philosophy/religion, in literature, or in non-western culture.

1) Demonstration of proficiency in written English during the first year of enrollment. Normally, such proficiency is demonstrated by passing English 101. For other ways to satisfy this requirement, see Exemption from Degree Requirements on p. 36.



2) Foreign languages: normally 2 or 4 courses. The student must satisfactorily complete French, German, Greek, Latin, or Spanish 201-202. Those who place at a higher level, as determined by the department, may satisfy the requirement with one language course above 202.



7) Laboratory science: 2 course sequence in one of the following: biology, chemistry, or physics.

8) Social sciences: 2 courses in one or two of the following: economics, political science, psychology, or sociology/anthropology.

9) Non-Western culture: 1 course from those identified as giving primary emphasis to African and Asian cultures, or to the non-European culture of the Americas. For 1983-84, these designated courses are in anthropology, economics, French, history, interdepartmental studies, philosophy, religion, political science, and sociology.

Major Requirements Each student must successfully complete the requirements in a major field of study. A major consists of from 8 to 12 courses, depending on the field of study, and may include certain specific

courses as determined by the department. A department may require its majors to pass a comprehensive examination. Requirements of the various departments are listed in the appropriate introduction under Courses of Study.

The following are acceptable major fields of study at Gettysburg College:

Art
Biology
Business Administration
Chemistry
Classical Studies
Economics
English (or English/theatre arts)
French
German
Greek
Health and Physical Education
History
Latin
Mathematics
Music
Music Education
Philosophy
Physics
Political Science
Psychology
Religion
Sociology and Anthropology
Spanish

A student will normally file a declaration of major with the Registrar between May of the freshman year and April of the Sophomore year. A student may declare a second major no later than the beginning of the senior year, with the permission of the major adviser and the chairman or chairwoman of the other department concerned.



3) Religion: 1 course on the 100-level, in addition to any course in that Department used in the next requirement.

4) History/Philosophy/Religion: 2 courses, no more than one of which may be in religion.

5) Literature: 2 courses, in one or two of the following: English, French, German, Greek, Latin, or Spanish Literature.

6) Art, music, creative writing, or theatre arts: 1 course.





Each department having a minor program stipulates the requirements for it. A student may not declare a minor in the same department in which he or she has a declared major. A student must maintain an 2.00 average in the minor field of study.

Residence Requirements and Schedule Limitations

The normal program for the Bachelor of Arts degree consists of four courses in the fall and spring terms, and one course in the January Term. Thus, a student will complete graduation requirements in four years of full-time academic work in the September through May academic year. The last full year of academic work, including the senior January Term, must be in residence at Gettysburg College or in an approved College program. Students should not plan to

As an alternative to the major fields of study listed above, students may declare a *Special Major* by designing an interdepartmental concentration of courses focusing on particular problems or areas of investigation which, though not adequately included within a single department or discipline, are worthy of concentrated study. The Special Major shall include a

minimum of eight courses, at least six of which must be on an advanced level.

Students interested in declaring a Special Major are urged to consult with the Chairperson of the Committee on Interdepartmental Studies before the end of the sophomore year. Special Major applications must be submitted to the Committee on Interdepartmental Studies for its approval no later than the end of the third day of classes of the applicant's junior year.

Optional Minor Beginning with the first term of the senior year, a student may declare a minor concentration in an academic department or area that has an established minor program. Not all departments have established programs. A minor shall consist of six courses; not more than two of which shall be 100-level courses.





complete requirements as a part-time student during their last term of residence.

Students proposing to complete graduation requirements at a time other than in May (in August, in December, or in January) or who by receiving advanced credit or placement can complete graduation requirements in less than four full years, must have their programs approved by the Academic Standing Committee

through the Office of the Dean of Educational Services. Such approval should be sought at least a year before the proposed completion of requirements.

A full-time student is one carrying a minimum of three courses in the fall and spring terms, and one in the January Term. No student who is a candidate for a degree may take fewer courses than this without permission of the Academic Standing Committee. Students may not take more than four courses during the regular term without the approval of the Dean of the College or the Dean of Educational Services with the exceptions indicated in the paragraphs below. In granting approval to take more than four courses, the Dean requires evidence that the student will be able to perform at the B level or

above in his or her courses in the term in which over four courses are taken.

Gettysburg College is aware that handicapped persons may have special needs and is willing to make adjustments to meet these needs in order to make the program accessible to them.

The required quarter courses in health and physical education and the optional quarter courses in

activities in addition to the normal four course load during three terms of the junior and senior years.

Students may take quarter courses in applied music over the four course limit with the approval of their advisers and of the Music Department.

A student may audit informally any College course provided permission of the instructor is obtained. No charge will be made for such an audit and no record of auditing will be recorded on the student's transcript.

Registration

Credit will be given in courses for which the student is officially registered. The Registrar announces, in advance, the time and place of formal registration. A student registering after the appointed day will be subject to a \$5.00 late registration fee.

A fee of \$5.00 is also assessed for each course change after the regular registration dates. A proposed change must be submitted to the Registrar on an official course change slip after first being approved by the instructors involved and the student's adviser. In the fall and spring terms, students are not permitted to enroll in a course for credit later than twelve days after the beginning of that term.

By formally completing his or her registration, the student pledges to abide by College regulations.

The Grading System

Normally courses are graded A through F, with these grades having the following significance: A (excellent); B (good); C (fair); D (poor); and F (failing). Instructors may modify their letter grade with plus and minus signs.



ROTC, generally taken during the fall and spring terms of the freshman and sophomore years, are in addition to the normal four courses in each of these terms. These courses do not count toward the 35 course graduation requirement.

Majors in health and physical education must take quarter courses in physical education





In successfully completing a course under this grading system, a student earns a number of quality points according to the following scale:

A+ 4 1/3	B- 2 2/3	D+ 1 1/3
A 4	C+ 2 1/3	D 1
A- 3 2/3	C 2	D- 2/3
B+ 3 1/3	C- 1 2/3	F 0
B 3		

A student's accumulative average is computed by summing his or her quality points and dividing by the number of courses taken.

The College reserves the right to make changes and adjustments in the grading system even after a student enrolls.

The College also offers a Satisfactory/Unsatisfactory grading option. This option is intended to encourage students to be intellectually adventurous in choosing courses with subject matter or approaches substantially distant from their prior academic experience or attainment. An S signifies satisfactory work, and is given if a student performs at the C- level or higher; a U signifies unsatisfactory work, and is given for work below the C- level. A student may elect to take a total of six courses on an S/U basis during his or her four years at Gettysburg College; however, no more than two S/U courses may be taken in any one year. Courses for which the grade recorded is S may not be counted toward

meeting graduation requirements for distribution or for the major. Exceptions may be made with regard to the major in cases where a department specifies that a particular course is available under the S/U grading system only, and in cases where the major was declared after the course was taken and permission is granted by the department. Courses graded S/U do not affect a student's quality point average,



but a course completed with an S grade will count toward the total number of courses needed for graduation.

The only exception to the two-courses-per-year S/U limit is for seniors who are enrolled in either Education 475 or 477. These students may take an additional course under the S/U option during the senior year, provided that their total number of S/U courses does not exceed six.

When a student registers for and completes a course which he or she has already taken at Gettysburg College, both the credit and the grade previously earned are cancelled, but they are not removed from the permanent record. The credit and grade earned in repeating the course are counted toward the student's requirements.

A grade of I (Incomplete) is issued by the Dean Student Advisement or Dean of Educational Services when emergency situations, such as illness, prevent a student from completing the course requirements on time. Unless the Academic Standing Committee extends the time limit, an Incomplete automatically becomes an F if it is not removed within the first six weeks of the term or terms following the one in which it was incurred.

A student may drop a course only with the permission of the instructor and his or her adviser. In the fall and spring terms, a student who officially withdraws for medical reasons or who withdraws during the first three weeks receives a W. A course dropped during the first three weeks is not recorded on the permanent record. A student

withdrawing after the first three weeks receives a WP (withdraw passing) or WF (withdraw failing) according to the estimate of the work done in the course up to the time of withdrawal. Those withdrawing from a course during the last five weeks of a term will receive a WF. A grade of N/F (non-attendance failure) will be given for those who do not attend the classes for a registered course and fail to withdraw properly. The grades of WF and N/F carry 0 quality points and are used in computing averages.

Academic Standing

The Academic Standing Committee normally reviews student records at the end of each term. A student who is failing to make satisfactory progress toward graduation may be warned, placed on academic probation, advised to withdraw, or required to withdraw. A student on probation must show satisfactory



improvement during the following term or he or she may be required to withdraw. (In accordance with the regulations of the National Collegiate Athletic Association and the Association of Intercollegiate Athletics for Women, a student who is advised to withdraw but chooses to remain at the institution in an attempt to improve his or her academic record, may not participate in the institution's intercollegiate athletic program.)

Transcripts

Each student is entitled to one official transcript of his or her record at no charge. Additional transcripts are \$1.00 per copy. Requests for transcripts must be in writing and should be directed to the Office of the Registrar.

Withdrawal and Readmission

A student who voluntarily withdraws from the College is expected to arrange for an interview with a member of the Student Life or Educational Services Staff. Failure to do so may jeopardize a student's opportunity for readmission.

All students who leave the College for whatever reason, must petition the Academic Standing Committee through the Office of Educational Services for readmission. The Academic Standing Committee will review the petition, the student's past record, activities since leaving college, and prospects for successful completion of remaining undergraduate work. A student required to withdraw for academic reasons must wait a full year before submitting a petition for readmission.

Students who have been required or advised to withdraw and are subsequently readmitted will normally be considered ineligible to participate in intercollegiate athletics during the first full term of their return to the College.

Transfer Credit

Students may receive a maximum of two course credits for work taken at other colleges after enrolling at Gettysburg if such courses have first been approved by the chairman or chairwoman of the department concerned and by the Registrar. This transfer option is not available to those who receive transfer credit at the time of admission or readmission to the College. The two course credit limitation does not apply to Central Pennsylvania Consortium Courses or to off-campus study programs which are described

beginning at page 45. Course credit but not the grade is transferred to Gettysburg if the grade earned is a C— or better. Grades as well as credit are transferred for work done at another Central Pennsylvania Consortium College, or in certain Gettysburg College approved programs (Consortium Programs, Washington and U.N. Semester Programs, Lutheran Theological Seminary Exchange).

Exemption from Degree Requirements

The College may recognize work on the college level completed elsewhere by a student. This recognition may take the form of exemption from degree requirements and may carry academic credit. Students should present their requests for such recognition to the Registrar. They should be prepared to





Individualized Study and Seminars

There are opportunities in most of the departments for students to engage in individualized study and seminars. These opportunities are primarily for seniors, but other students are frequently eligible. In some departments participation in this type of activity is part of the required program of study; in others it is optional. Most of these courses are numbered in the 400's under Courses of Study.

Senior Scholars' Seminar

The College offers an unusual opportunity for its outstanding senior students. Each fall, the Senior Scholars' Seminar, composed of selected seniors, undertakes the study of a contemporary issue which affects

demonstrate their competence on the basis of their academic record, Advanced Placement Examination (see page 145) of the College Entrance Examination Board, or examinations administered by the department concerned. The decisions on exemption and credit rest with the department and the Dean of the College.

Students may satisfy the writing proficiency requirement by scoring sufficiently high on the Test of

Standard Written English (TSWE) of the College Entrance Examination Board. In 1982, the College exempted those students who scored 58 or above on the TSWE. Those scoring 53-57 were permitted to gain exemption by passing a departmental examination given on the campus.

Students may satisfy the foreign language requirement in a language not regularly offered at Gettysburg by demonstrating achievement at the intermediate level through transfer credit, by examination, through independent study with a Gettysburg faculty member, or through an approved exchange program with the Central Pennsylvania Consortium. For foreign students, who have learned English as a second language, the requirement may be satisfied with the student's primary language.



the future of man. The issues are ones which pose a threat to the values or existence of human society. Past topics have included genetic engineering, the habitat of man, conflict resolution, global disparities, computers and human communication, aging and the aged, U.S. energy policy, and dissent and nonconformity. These issues are multidisciplinary in scope and the students selected for this seminar represent a wide variety of majors.

The Senior Scholars' Seminar invites authorities of national stature to serve as resource persons. Persons who have visited the seminar as consultants include George Wald, Ian McHarg, Kenneth Boulding, Herbert Gans, Paolo Soleri, Alan Westin, Joseph Fletcher, Leon Kass, Stuart Udall, Georg Borgstrom, Maggie Kuhn, David Freeman and Thomas Szasz. Student participants in the seminar publish a final report based on their findings and recommendations.

During their junior year, students in the top quarter of their class are notified of their eligibility and are invited to apply to participate in the seminar. The Interdepartmental Studies Committee and the course directors select up to twenty participants from as many different academic disciplines as

possible, basing their selection on students' interest and academic competence.

Students selected for the seminar are expected to participate in non-credit, informal planning sessions with the course directors during the spring term of their junior year. The purpose of these sessions is to define further the seminar topic, to select resource persons, and to select and compile reference material. Students who participate in the planning sessions during the spring term of their junior year and register for the seminar both in the fall term and in the January Term of their

senior year receive two course credits upon satisfactory completion of their work.

Computer Courses

In the tradition of the Liberal Arts, Gettysburg College emphasizes the interdisciplinary nature of the computer as a tool in problem solving. A thorough understanding of the concepts and applications in various disciplines is important for those students interested in pursuing a career in computer science. The Biology, Chemistry, Business and Economics, Mathematics, Physics, Political Science, Psychology, and Sociology and Anthropology Departments all offer courses that make significant use of the computer. In recent years, over 90% of the graduating students have made use of the computing facilities in their courses at Gettysburg.

In addition to these courses in various departments, the College has a Computer Studies curriculum of courses that cover the concepts that are at the core of computer science. These courses are listed under Computer Studies in the Course Descriptions section of this catalogue. While there are within the College over fifty courses that utilize the computer (not including those in the Computer Studies curriculum), the following courses offer a more concentrated study in the use of the computer.

BUS 377	Fundamentals of Automated Business Information Systems and
BUS 378	Business Data Processing Systems and Management
CHEM 305, 306	Physical Chemistry
MATH 211	Multivariable Calculus
MATH 212	Linear Algebra
MATH 366	Numerical Analysis
PSYCH 305	Experimental Methods
SOC 303	Data Analysis and Statistics



Teacher Education Programs

Gettysburg College education programs in secondary school subjects, elementary education, music education, and health and physical education are competency based and have received program approval from the Pennsylvania Department of Education. The liberal arts are central to the College's teacher education programs. The student planning to teach must complete a major in

an academic department of his or her choice. The student fulfills all the requirements for the Bachelor of Arts degree or for the degree of Bachelor of Science in Music Education. Upon completing a program in teacher education, a student is eligible for a Pennsylvania Certificate, Instructional I, enabling him or her to teach in the public schools of the Commonwealth and nearby states with reciprocal agreements.

Secondary Education Students interested in preparing to teach academic subjects in the secondary schools must complete one of the following approved programs for secondary certification: biology, chemistry, physics, general science, mathematics, English, German, Latin, French, Spanish, health and physical education, and comprehensive social studies. These secondary programs have been granted program approval by the Pennsylvania Department of Education. The student must complete an approved program listed in the Handbook for Teacher Education, which will, in most cases, closely parallel the requirements in his or her major. Early planning beginning in the sophomore year is essential for all of these programs.



Secondary education students are required to engage in pre-student teaching experiences in the secondary schools during the sophomore and junior years. Students serve as observers, aides, and small group instructors in secondary classrooms. These experiences are part of the requirements for Education 209 or J 9 (Social Foundations of Education—Secondary) to be scheduled in the sophomore year. Education 201 (Educational Psychology) shall be scheduled in the junior year. For the senior year, the student, in consultation with his or her major department, will select either the fall or spring term as the Education Term. The following program constitutes the Education Term:

Education 303 (Educational Purposes, Methods, and Educational Media: Secondary)

Education 304 (Techniques of Teaching and Curriculum of Secondary Subjects—Biology, English, etc.)
Education 477 (Student Teaching—Secondary two courses)

The student seeking admission to the secondary education program must file an application with the Education Department by February 15th of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty from each department which has students in the secondary education program. This Committee also determines standards for admission to the program. Members of the Committee also teach Education 304 for the students of their respective departments and observe them when they engage in student teaching.



The admission of a student to the Education Term depends upon the student's academic achievement and a recommendation from his or her major department. The guidelines for evaluating a student's academic achievement are an accumulative grade point average of 2.33 and a grade point average in the major of 2.66.

Completion of a program in secondary education enables a student to teach in Pennsylvania, and numerous other states cooperating in a reciprocity arrangement. A student planning to teach in New Jersey will complete one of the above programs; the education courses as outlined; and Biology 101, 102, or Health and Physical Education 211. A student planning to be certified in a science must have a major in one of the basic sciences and should have a full year laboratory course in each of the remaining ones.

Students in the program leading to certification in secondary education shall present the six specified courses in Education. In addition to these six courses, students are permitted one additional education course in individualized study, or in an education internship, to count toward the Bachelor of Arts degree.

Elementary Education The elementary education program is distinctive in giving the opportunity to concentrate in the liberal arts studies and complete an academic major, thus qualifying for the Bachelor of Arts degree.

Students interested in entering the elementary education program should consult with Mr. Slaybaugh or Mr. Packard in the Education Department no later than the fall term of the sophomore year in order to establish a program of study.

The prospective elementary teacher should complete the following program:

- 1) Psychology 101, and HPE 199 in the freshman year
- 2) Education 201, Mathematics J 18 (Basic Concepts of Elementary Mathematics) or 180, and Psychology 225
- 3) Education 331, Education J 37 (Elementary School Science: Purposes, Methods and Instructional Media) or 370, Education 306, and Psychology 225 if not completed previously.
- 4) Education Term—fall or spring of senior year

Education 475 Elementary Student Teaching (2 courses)

Education 334 Corrective Reading
Education 309 Social Foundations of Education—Elementary

Student teaching (Education 475) consists of nine weeks in a public school near the College. At the conclusion of student teaching Education 309 and 334 are taken. Education 334 includes a laboratory experience in corrective reading with elementary pupils.

Elementary education students are required to engage in pre-student teaching experiences in the elementary schools during the sophomore and junior years. Arrangements for these experiences are made by the Education Department. Students serve as observers, aides, and small group instructors in elementary classrooms.



students are permitted one education course in individualized study, or in an education internship, to count toward the Bachelor of Arts degree.

Music Education The prospective teacher of music in the elementary and secondary schools should complete the program for the degree of Bachelor of Science in Music Education. This requires successful completion of the following:

1. 35 courses, exclusive of courses in applied music. During the normal four years a student may take 36 courses.
2. Two terms of the basic activities quarter courses in health and physical education. These quarter courses are not counted toward the 35-36 courses mentioned above.



The student seeking admission to the elementary education program must file an application with the Education Department by February 15th of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty members from the Education Department and other departments. This committee also establishes standards for admission to the program.

The admission of a student to the Education Term depends upon academic achievement and recommendation of the Committee on Teacher Education. Criteria for admission include a C+ overall average and demonstrated competence in the education courses completed during the sophomore year and in the fall and January Terms of the junior year.

Students interested in teaching in states other than Pennsylvania will find that a number of states certify teachers who have completed a baccalaureate program in elementary education at a college approved by its own state department of education.

Students in the program leading to certification in elementary education shall present the eight specified courses in Education. In addition to the eight courses,



3. 12 courses in Music, as follows:

Music Theory

- Music 141 (Theory I)
- Music 142 (Theory II)
- Music 241 (Theory III)
- Music 242 (Theory IV)
- Music 341 (Theory V)
- Music 342 (Theory VI)

Music History and Literature

- Music 312 (History of Medieval, Renaissance, and Baroque Music)
- Music 313 (Music in Classic and Romantic Periods)
- Music 314 (Music in the Twentieth Century)
- Conducting
- Music 205 (Choral Conducting)
- Music 206 (Instrumental Conducting)

Applied Music

- Music 456 (Senior Recital)

4. 5 courses in Music Education, as follows:

- Music J 22 (Principles and Procedures of Teaching Music in Elementary School)
- Music 321 (Principles and Procedures of Teaching Music in the Secondary School)
- Music 474 (Student Teaching) (3 course units)

5. Distribution requirements for the Bachelor of Arts degree: 13 courses maximum

6. Electives and Certification Requirements:

- Psychology 101
- Education 209 or J 9 (Social Foundations of Education)
- Education 201 (Educational Psychology)
- Plus a minimum of 3 other electives

7. 3 to 5¼ courses (12 to 21 quarter courses) in applied music: These courses do not count toward the 35 course graduation requirement and may be taken in addition to the 36 courses permitted. Consequently, in the fall



and spring terms the student will typically carry 4 full courses plus several quarter courses in applied music. The latter must include work in:

- Major instrument—6 quarter courses
- Piano—Approximately 4 quarter courses
- Voice—2 quarter courses
- Instrumental Techniques—7 quarter courses

8. Participation for four years in an authorized musical group and presentation of a recital in the senior year.

9. The requirements for the Bachelor of Arts degree, listed on page 27.

The student in the Bachelor of Science program should consult with the music department as early as possible in order to

Senior Year

Music 321 (Principles and
Procedures of Teaching Music
in the Secondary School)

Music J-22 (Principles and
Procedures of Teaching Music
in Elementary School)

Music 456 (Senior Recital)

Student Teaching 474

Three other Distribution
Requirements

In each term the student must
schedule applied music and
instrumental technique courses
and be a member of an authorized
performance ensemble.

Additionally, two terms of health
and physical education are
required.

Employment Prospects in Teaching

Current figures from the National
Center for Educational Statistics
indicate an increase of 3,370,000

students in elementary schools
from 1982 to 1990. There will be a
need for many more elementary
and secondary teachers in the
immediate future.

Of the 1982 graduates who sought
teaching positions in elementary
education ninety-five percent
were teaching in the next school
year, and in secondary ninety-six
percent. The average salary for
1981 graduates reporting this
information to the College was
\$11,500.

Teacher Placement The College
maintains a Teacher Placement
Bureau to assist seniors and
graduates in securing positions
and to aid school officials in
locating qualified teachers. All
communications should be
addressed to the Director of the
Teacher Placement Bureau.

arrange a four-year program. The
following are the courses that
should be scheduled:

Freshman Year

Freshman Colloquy

Music 141, 142 (Theory)

English

Foreign Language

Three other Distribution

Requirements (See p. 28)

Sophomore Year

Music 241, 242 (Theory)

Music 312 (History)

Two Laboratory Science
courses

Social Foundations of Education

Foreign Language

One other Distribution

Requirement

Junior Year

Music 341, 342 (Theory)

Music 313, 314 (History)

Music 205, 206 (Conducting)

Educational Psychology

One other Distribution

Requirement





Off-Campus Study

Central Pennsylvania Consortium

The program of the College is enriched by its membership in the Central Pennsylvania Consortium, consisting of Dickinson, Franklin and Marshall, and Gettysburg Colleges. The Consortium provides opportunities for exchanges by students and faculty and for other off-campus study. The Consortium stands ready to explore innovative ideas for cooperation among the member institutions.

Consortium Exchange Program

Gettysburg College students are eligible to apply for course work at another college within the Central Pennsylvania Consortium. Students may take a single course or enroll at the "host" college for a semester, or a full year. Gettysburg College accepts both credits and grades earned through the exchange program. Interested students should consult the Registrar.

The Harrisburg Urban Semester

The Harrisburg Urban Semester (THUS) enables students to earn a semester of academic credit while living in Harrisburg, Pennsylvania, and investigating a wide range of academic and nonacademic urban activities in the capital of Pennsylvania. THUS students participate in both an internship carefully designed to suit their academic, vocational and personal

interests and an interdisciplinary seminar on urban studies. They may also participate in an additional topical seminar or an independent studies project. Internships cover every urban activity, ranging from environmental protection, prison and probation work, drug rehabilitation programs, day care, state legislative work, mental health programs, city planning, legal services, community organization, to various business activities.

The Central Pennsylvania Consortium sponsors THUS. Fees for the program are the same as Gettysburg's Comprehensive Fee; students already receiving financial aid are eligible to have such assistance applied to the cost of the program. THUS provides participants with rental housing which is easily accessible to public transportation in Harrisburg. Students interested in the program should contact Dr. Ann H. Fender, Associate Professor of Economics and Business Administration, for further information. THUS courses are listed on p. 132.

Additional Off-Campus Programs

Washington Semester Gettysburg College participates with American University in Washington, D.C. in a cooperative arrangement known as the Washington Semester. This program enables a limited number of superior students in the social sciences to engage in a first-hand study of American government in action. The program is divided into several distinctive areas.

Washington Semester, National Government and Politics, focuses on important national institutions and the interrelationships of the various actors in the political process. *Washington Semester in Foreign Policy* examines the



formulation, implementation, and consequences of the foreign policy of the United States. *Washington Urban Semester* concentrates upon the operation of the political and administrative systems of urban America. *Washington Semester in Public Administration* studies the structure, process, and impact of the administrative sector. *Washington Semester in Justice* concerns the nature and sources of crime and violence, the conflicting theories and beliefs about justice and the impact of national policymaking on social and criminal justice.

Students in the Washington Semester program participate in seminars (two course credits), undertake a major research project (one course credit) and serve an internship (one course credit) in a Congressional, executive or political office. The seminars, research project, and

internship provide students with several opportunities for discussion with members of Congress and their staff, Supreme Court Justices, administration officials, and lobbyists. Residence in Washington provides a unique setting for the conduct of political research.

The Washington Semester may be taken during either term of the junior year or the fall term of the senior year. To qualify, a student must have completed at least one course in political science, have a minimum accumulative average of 2.50; and 3.00 in the major, and clearly demonstrate ability to work on his or her own initiative. Most participants major in political science, history, sociology, and economics, but applicants from other areas are welcomed. Further information may be obtained from the Department of Political Science.



The Washington Economic Policy Semester Gettysburg College participates in this cooperative, intercollegiate honors program with The American University in Washington, D.C. The semester is designed for students with an interest in economics. It examines intensively economic policy-making from both the theoretical and practical, domestic and





surrounding the policy making process, to make them better informed citizens, and thus to improve their understanding of the complex interaction between the government and the economy. For those persons who plan to be professional economists, it will provide a practical introduction to learning about the nation's important economic institutions as well as the political considerations that influence the translation of economic theory into government policy. The program will allow students to become familiar with the basic economic issues of the times and with the different approaches for solving those problems. For the person who is interested in becoming a business economist, lawyer, or community organizer, the knowledge gained about the bureaucracy in Washington and how the federal government operates will be invaluable in his or her career.

international points of view. During the semester, students are brought into direct contact with people who are involved in the formulation of economic policy.

The program of study includes (1) the Economic Policy Seminar (two course credits), which encompasses a theoretical analysis of economic policy problems; extensive reading; on site discussions with economic

policy decision-makers; preparation of papers; and the presentation of alternative paradigms that may be used to understand economic policy; (2) the choice of an internship (one course credit) in a private or governmental agency involved with economic policy, or an intensive independent research project (one course credit); and (3) an elective chosen from the courses offered by The American University. It should be noted that the grades received in these courses, as well as the credit for four courses, will appear on the student's Gettysburg College transcript.

This program can be helpful to students in several ways. For all students, it provides an opportunity to dispel the mystery





The student should take the Washington Economic Policy Semester in the fall or spring term of the junior year or the fall term of the senior year. To qualify, a student must have a minimum accumulative grade point average of 2.50, a grade point average of 3.00 in the major, and have demonstrated the ability to work on his or her own initiative. In addition, students wishing to apply for this program should have completed Economics 101-102, 153, 241, 243, and 245. Most participants major in economics and business administration; however, interested applicants from other areas are encouraged to apply. Further information, including the application procedure for this program, can be obtained from Dr. William F. Railing, Chairperson of the Department of Economics and Business Administration.

The United Nations Semester

Students qualifying for this program spend a term at Drew University in Madison, New Jersey. On Tuesdays and Thursdays these students commute to the United Nations for a survey course in international organization which consists in part of briefings and addresses by individuals involved in United Nations activities. A research seminar also uses the facilities of the United Nations Headquarters. Other courses to complete a full term's work are taken at the Drew Campus.

The United Nations program is offered in both the Fall and Spring semesters. Some scholarship assistance may be available for non-Drew University students. Application should be made in the junior or senior year. Students from any academic concentration who have taken an introductory

course in political science and who have maintained a respectable grade point average are eligible for nomination. Further information may be obtained from the Department of Political Science.

Junior Year Abroad Qualified students may study abroad during one or two terms of their junior year. The Registrar maintains an information file of possible programs and stands ready to assist students with their unique study plans. It is important to begin the planning process early. During the first term of the sophomore year students who plan to study abroad should discuss with their advisers the relationship of their proposed course of study to their total academic program. An outline of the program and a list of specific courses with appropriate departmental approval must be submitted to the Academic Standing Committee, which gives final approval on all requests to study abroad. To qualify a student normally must have a minimum accumulative grade point average of 2.50 and a grade point average of 3.00 in the major. Junior year abroad programs are not limited to language majors; students in any major field may apply. Further information may be obtained from the Office of the Registrar.

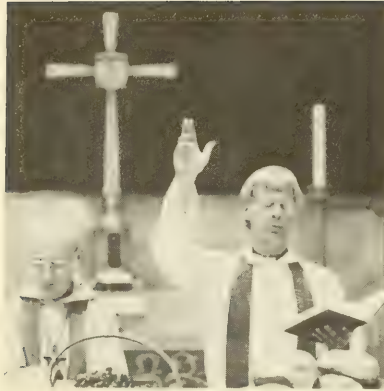
Preprofessional Studies

Prelaw Preparation A student planning a career in law should develop the ability to think logically and to express thoughts clearly. In addition, the prospective law student needs a wide range of critical understanding of human institutions. These qualities are not found exclusively in any one field of study. They can be developed in a broad variety of academic majors. It should be noted that a strong academic record is required for admission to law school.

The College has a prelaw committee of faculty and administrators each of whose members is available to assist and advise students in their consideration of the legal profession and to aid them in gaining admission to law school. The committee has prepared a brochure, available through the Admissions and Career Services

Offices, describing prelaw preparation at Gettysburg. Students planning a career in law should review this brochure. A list of the members of the prelaw committee is available through the Dean of the College Office.

Premedical Preparation The Gettysburg College curriculum provides the opportunity, within a liberal arts framework, for a student to complete the requirements for admission to professional schools of medicine, dentistry, and veterinary medicine, as well as several allied health schools. Students considering a career in one of these fields are advised to schedule their courses carefully, not only to meet the admission requirements for the professional schools, but also to provide for other career options in the event that their original choices are altered. The following courses will meet the minimal



Lutheran Theological Seminary Exchange Gettysburg College students are eligible to take up to four courses at the Lutheran Theological Seminary also located in Gettysburg. Both credits and grades earned at the Seminary will be transferred to the student's college transcript as "in-residence" credit. Interested students should consult the Registrar.





chemistry, the requirements can be met by majors in most other subjects with careful planning of a student's program. Premedical students are encouraged to choose electives in the humanities and social sciences and to plan their programs in consultation with their major adviser or a member of the premedical committee.

All recommendations for admission to medical or dental or veterinary schools are made by the premedical committee, normally at the end of the junior year. Students seeking admission to these professional schools must also take one of the following national admissions examinations: MCAT (medical), DAT (dental), VAT or GRE (veterinary). The Premedical Committee is composed of members from the Departments of Biology, Chemistry, Physics, and Psychology, with the Associate Dean of the College acting as



entrance requirements for most medical, dental, or veterinary schools: Biology 111, 112; Chemistry 111, 112; Chemistry 203, 204; Math 107, 108 or Math 111, 112; Physics 103, 104 or Physics 111, 112; two or three courses in English; and a foreign language through the intermediate level. Since completion of these courses will also give the student minimum preparation for taking the national admissions examinations (to prepare for the Biology sections of these examinations, Biology 200 should also be completed) for entrance to medical, dental, or veterinary school, it is advisable to have completed or be enrolled in these courses by the spring of the junior year, when the tests ordinarily are taken. While most students who seek recommendation for admission to health professions' schools major in either biology or



chairperson. Because of the competition for admission to medical school, the premedical committee recommends that a student maintain a high accumulative average (near 3.50) overall and in medical school required courses. Generally, students with a competitive accumulative average and a competitive score on the MCAT gain an interview at one or more medical schools.



The premedical committee has prepared a brochure about preparation at Gettysburg for the health professions. Copies of this are available from the Admissions and Dean of the College Offices. Students interested in the health professions should obtain this brochure.

The premedical committee holds periodic meetings to explain requirements for admissions to health professions schools and to bring representatives of these schools to campus to talk to students. In the office of the Dean

of the College is a collection of materials about the health professions. It includes information about admissions requirements, guidebooks on preparing for national admissions examinations, catalogues from many health professions schools, and reference materials on fields such as medicine, dentistry, veterinary science, optometry, pharmacy, podiatry, physical therapy, public health, and health care administration.

Certified Public Accounting Preparation Gettysburg College currently offers, to the best of its knowledge, the courses which are necessary to satisfy the Certified Public Accounting requirements in all the states. Students are responsible, however, for determining what these requirements are for specific

states and whether departmental courses satisfy them. A student interested in a public accounting career should contact Dr. William F. Railing, Chairperson of the Department of Economics and Business Administration, as early as possible in his or her college career.

Cooperative Programs

Engineering This program is offered jointly with Washington University in St. Louis, Rensselaer Polytechnic Institute (RPI) and

Pennsylvania State University. Students spend three years at Gettysburg College followed by two years at one these universities. Upon successful completion of this 3-2 program the student is awarded the Bachelor of Arts degree from Gettysburg and the Bachelor of Science degree from Washington University, RPI or Pennsylvania State in one of the engineering disciplines. A student attending RPI under this program has the additional option of a 3-3 or a 4-2 program. These six year programs culminate in a bachelor's degree from Gettysburg and a master's degree from RPI.

Candidates for this program will have an adviser in the Physics Department. Normally a student will be recommended to Washington University, RPI or Pennsylvania State during the fall term of the student's junior year. A student who receives a

recommendation from the Physics Department to one of these universities is guaranteed admission into the engineering program.

In addition to fulfilling all of the college distribution requirements in three years, students in the cooperative engineering program must take Physics 111, 112, 211, J 33, 216; Mathematics 111, 112, 211, 212, 363; and Chemistry 111, 112. Students desiring to attend Pennsylvania State must also take English 101 and 201, Speech 101, Economics 101-102 and a two course sequence in one of the humanities. Pennsylvania State also requires two one-quarter courses in Engineering Graphics which may be taken by correspondence or by attending a Pennsylvania State campus in the summer. Washington University has a humanities requirement of one humanities course that has at least one course prerequisite to it.

Because of the limited flexibility of the cooperative engineering curriculum at Gettysburg, students are urged to identify their interests in this program at the earliest possible time in their college careers.

Forestry and Environmental Studies The College offers a cooperative program with Duke University leading to graduate study in natural resources and the environment. The student will earn the bachelor's and master's degree in five years, spending three years at Gettysburg College and two years at Duke University's School of Forestry and Environmental Studies. The student must fulfill all the distribution requirements by the end of the junior year. The first year's work at Duke will complete the undergraduate degree requirements and the B.A. will be awarded by Gettysburg



College at the end of the first year at Duke. Duke will award the professional degree of Master of Forestry or Master of Environmental Management to qualified candidates at the end of the second year.

Candidates for the program should indicate to our Admissions Office that they wish to apply for the Forestry and Environmental Studies curriculum. At the end of the first term of the third year, the College will recommend qualified students for admission to the Duke School of Forestry and Environmental Studies. No application need be made to the School of Forestry and Environmental Studies before that time. During the first term of the junior year at Gettysburg the student must file with the Office of the Dean of Educational Services a petition for off-campus study during the senior year. All



applicants are urged to take the verbal and quantitative aptitude tests of the Graduate Record Examination in October or December of their junior year.

The major program emphases at Duke are Natural Resources Science/Ecology; Natural Resources Systems Science; and Natural Resources/Economic Policy; however, programs can be tailored with other individual emphases. An undergraduate major in natural sciences, social sciences, business administration, or pre-engineering is good preparation for the programs at Duke, but a student with other undergraduate concentration will be considered for admission. All students contemplating this cooperative program should take at least one year each in biology, mathematics, economics and physics.

Students begin the program at Duke with a one-month session of field work in natural resource measurements in August. The student must complete a total of 60 units, which generally takes four semesters.

Some students may prefer to complete the bachelor's degree before undertaking graduate study at Duke. The master's degree requirements for these students are the same as those for

students entering after the junior year, but the 60-unit requirement may be reduced for relevant undergraduate work of satisfactory quality already completed. All credit reductions are determined individually and consider both the student's educational background and objectives.

Army Reserve Officers Training Program The ROTC program conducted by the Department of Military Science allows a student to earn a commission as a Second Lieutenant in the US Army concurrent with academic degree conferral. The training received in leadership, management and human relations provides an excellent, highly valued foundation for subsequent civilian careers.

The Basic Course covers the first two years of the ROTC Program. Instruction includes the national defense structure, military history and leadership instruction. The fall and spring terms of both years involve one hour of classroom instruction and one hour of professional development lab per week. There is no military obligation involved with enrollment in the Basic Course.

The Advanced Course covers the third and fourth years of the ROTC program. Instruction includes advanced leadership development, group dynamics, organization and management, small unit tactics and administration. Each term entails three classroom hours and one professional development lab hour per week. In addition, Advanced Course cadets are paid \$100.00 per month. Army ROTC also offers scholarships on a competitive basis. Eligible students may apply for two or three-year scholarships which pay full tuition and book expenses plus \$100.00 per month.



The Military Science Department offers both a 4-year and a 2-year program towards commissioning. Interested students should contact a member of the Department of Military Science for details on both these programs. It should be remembered that a student must have two full academic years remaining to participate in the Advanced Course and must have completed the Basic Course or received credit for the Basic Course prior to being enrolled in the Advanced Course.

Senior Honors

The College awards the following honors to members of the graduating class. These senior honors are intended for students with four years residence at Gettysburg College, and computations for them are based on four years' performance.

1. Valedictorian, to the senior with the highest accumulative average.
2. Salutatorian, to the senior with the second highest accumulative average.
3. Summa Cum Laude, to those seniors who have an accumulative average of 3.75 or higher.
4. Magna Cum Laude, to those seniors who have an accumulative average of 3.50 through 3.74.
5. Cum Laude, to those seniors who have an accumulative average of 3.30 through 3.49.

The Academic Standing Committee may grant the above honors to students with transfer credit if they have satisfied the conditions of the honor during at least two years in residence at Gettysburg College and have presented excellent transfer grades.

In addition to the above, departments may award Departmental Honors for graduating seniors based upon their academic performance in a major field of study. Departmental Honors are awarded to transfer students on the same terms as to other students since the computation for this award is not necessarily based on four years in residence at Gettysburg College.

Deans' Honor List

The names of those students who attain an accumulative average of 3.60 or higher in the combined fall and January terms, or in the spring term, are placed on the Deans' Honor List in recognition of their academic attainments. To be eligible for this honor a student must take a full course load of four courses in the long term, with no more than one course taken under the S/U grading option during that term (except for students taking the Education Term, who may take two courses S/U).

Phi Beta Kappa

Since 1923 The College has had a chapter of Phi Beta Kappa, a national academic honorary fraternity, to which normally up to ten percent of the senior class may be elected to membership. Those elected must show evidence of a liberal program of study and a distinguished academic record.

Prizes and Awards

The following prizes recognize outstanding scholarship and achievement. They are awarded at a Fall Honors Program in October or a Spring Honors Convocation held in April or May. Grades earned in required courses in physical education are not considered in computations for prizes or awards. Transfer students are eligible for prizes and awards.

Endowed Funds

Baum Mathematical Prize The income from a fund contributed by Dr. Charles Baum (1874), is given to the sophomore showing the greatest proficiency in Mathematics.

Anna Marie Budd  Award The income from a bequest from Anna Marie Budd , Instructor and Assistant Professor of Voice 1953-1972 is given to the outstanding sophomore voice student.

Romeo M. Capozzi Gettysburg College Athletic Training Room Award The income from a bequest from Rose Ann Capozzi in memory of her late husband, Romeo M. Capozzi, is given to the student who has demonstrated the greatest degree of proficiency in Athletic Training Room techniques.

John M. Colestock Award The award contributed by family and friends, is given to a senior male student whose optimism, enthusiasm, and strength of character have provided exceptional leadership in student affairs.

Malcolm R. Dougherty Mathematical Award The income from a fund contributed by the Columbian Cutlery Company, Reading, Pa., in memory of Malcolm R. Dougherty (1942), is awarded to a freshman showing proficiency in mathematics and working to earn part of his or her college expenses.



Margaret E. Fisher Memorial Scholarship Award The income from a fund contributed by Dr. Nelson F. Fisher (1918) in memory of his mother, is awarded to a male student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

Holly Gabriel Memorial Award A fund established by the friends and classmates of Holly Gabriel (1978) provides a memento and notation on a plaque in the office of The Sociology and Anthropology Department to a senior sociology major selected by The Department who demonstrates superior academic achievement, concern for the welfare of others, and the intent to continue this service beyond graduation.

Samuel Garver Greek Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Greek during the freshman year.

Samuel Garver Latin Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Latin during the freshman year.

Graeff English Prize The income from a fund established in 1866 is awarded to a senior selected by the English Department on the basis of outstanding achievement in the work of that Department.

David H. Greenlaw Memorial Prize The income from a fund contributed by Mr. and Mrs. Ralph W. Greenlaw in memory of their son, David H. Greenlaw (1966), is awarded to the student who has contributed most to the technical aspects of the College's drama productions.



John Alfred Hamme Awards Two awards, established by John Alfred Hamme (1918), are given to the two juniors who have demonstrated in the highest degree the qualities of loyalty, kindness, courtesy, true democracy, and leadership.

Henry W. A. Hanson Scholarship Foundation Award The income from a fund contributed by College alumni in honor of Henry W. A. Hanson and in recognition of his

leadership of and distinguished service to Gettysburg College and to the cause of education in the Lutheran Church and the nation, is awarded to a senior who plans to enter graduate school in preparation for college teaching. The student must have taken the Graduate Record Examination. If the senior chosen cannot accept, the next qualified candidate is eligible, and if no member of the senior class is chosen, a committee may select a member of a previous class.

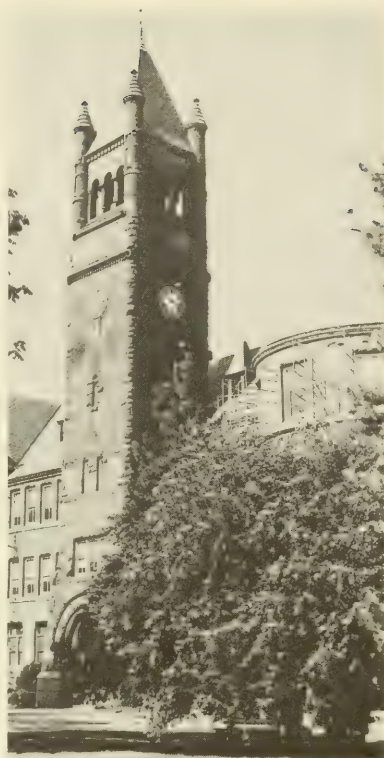
Harry C. and Catherine Noffsinger Hartzell Award The income from a fund, contributed by James Hamilton Hartzell (1924) in memory of his parents, is awarded to the outstanding junior student in the Department of Sociology and Anthropology. The selection of co-recipients may be made at the discretion of the Department.

James Boyd Hartzell Memorial Award The income from a fund contributed by James Hamilton Hartzell (1924) and his wife, Lucretia Irvine Boyd Hartzell is awarded to a junior student majoring in economics or in business administration for outstanding scholarship and promise in these fields. The selection of co-recipients may be made at the discretion of the Department of Economics and Business Administration.

James Hamilton and Lucretia Irvine Boyd Hartzell Award The income from a fund contributed by James Hamilton Hartzell (1924) and his wife is awarded to a sophomore student for outstanding scholarship and promise in the field of History. The selection of co-recipients may be made at the discretion of the History Department.

Hassler Latin Prize The income from a fund contributed by Charles W. Hassler, is awarded to the best Latin student in the junior class.

Rev. George N. Lauffer (1899) and M. Naomi Lauffer (1898) Scholarship Award The income from a fund is given each year to a junior who has maintained high scholarship and who evidences outstanding ability and Christian character. It is understood that the recipient will complete the senior year at Gettysburg College.



Mr. and Mrs. William H. MacCartney Scholarship Award The income from a fund established by Michael Alan Berk and Kerry MacCartney Berk (1975) is given to a student on the basis of academic excellence, initiative shown in a work-study program, and contributions to the college through leadership in campus activities.

J. Andrew Marsh Memorial Awards The income from the fund is presented each year to the sophomore and junior students of Gettysburg College who best exemplify the "whole person" concept through positive attitude, exceptional spirit, high standards, and notable achievement, both curricular and extracurricular. Priority is given to candidates in the Army ROTC program.

Military Memorial Prize The income from a fund contributed by alumni and friends of the College is awarded to the student who has attained the highest standing in the advanced course of the Reserve Officers Training Corps.

Franklin Moore Award The income from a fund contributed by the friends of Mr. Moore is given to the senior who, during his or her undergraduate years, has shown the highest degree of good citizenship and, by character, industry, enterprise, initiative, and activities has contributed the most toward campus morale and the prestige of the College.

Muhlenberg Freshman Prize The income from a fund given by Dr. Frederick A. Muhlenberg (1836) is awarded to the freshman taking Greek or Latin who attains the highest general quality point average.

Muhlenberg Goodwill Prize An illuminated certificate is awarded to a senior male student "For his growth during formative years at Gettysburg College in awareness of personal responsibility for the welfare of all peoples; for a degree of achievement in same during College years; and in the hope of his future accomplishment for betterment of Community, State and Nation."

William F. Muhlenberg Award The income from a fund is awarded to two juniors on the basis of character, scholarship, and proficiency in campus activities.

Nicholas Bible Prize The income from a fund contributed by the Rev. Dr. J. C. Nicholas (1894) is awarded to the senior who has done the best work in advanced courses in religion.

Clair B. Noerr Memorial Award An inscribed medal, established by Constance Noerr (1958) in memory of her father, is awarded to a senior woman on the basis of proficiency in athletics, scholarship, and Christian character.

Dr. John W. Ostrom Composition Awards The income from a fund contributed by Dr. John W. Ostrom (1926) is awarded to the student who achieves excellence and

demonstrates the greatest improvement in freshman composition (English 101) and to the student who achieves excellence and demonstrates the greatest improvement in advanced composition (English 201).

Dr. John W. Ostrom English Award The income from a fund contributed by Dr. John W. Ostrom (1926) is awarded to the student who has, in the judgment of the members of the Department of English, written the best expository essay for an upper level English course.

Keith Pappas Memorial Award Notation on a plaque in the Office of the Dean of Student Life and a certificate is given annually as a memorial to Keith Pappas (1974), an honors graduate who made an extraordinary contribution to the life of this College and its people. This award is to be given to a



current student who most significantly affects the College community through the quality of his or her participation in its functions and whose divergent contributions give form to what is called Gettysburg College.

Jeffrey Pierce Memorial Award The income from a Memorial Fund established in honor of Jeffrey Pierce (1971), is awarded annually to that male senior who, in the judgment of the Department, has reached the highest level of achievement in the field of history.



Martha Ellen Sachs Prize The income from a fund contributed by John E. Haas in memory of his aunt, a Lecturer at the College, is awarded to a student exhibiting excellence in English composition, with consideration given to improvement made during the year.

Stine Chemistry Prize The income from a fund contributed by Dr. Charles M. A. Stine (1901), is awarded to a senior chemistry major on the basis of grades in chemistry, laboratory technique, personality, general improvement in four years, and proficiency in chemistry at the time of selection.

Earl Kresge Stock Prizes The income from a fund contributed by Earl Kresge Stock (1919) is awarded to the three students who write the classroom papers judged best in the areas of the humanities, the sciences, and the social sciences.

Samuel P. Weaver Scholarship Foundation Prizes Prizes established by Samuel P. Weaver (1904), are awarded to the two students writing the best essays on an assigned topic in the field of constitutional law and government.

Earl E. Ziegler Junior Mathematics Award The income from a fund contributed by Phi Delta Theta Alumni is given in honor of Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935–1968, to the student who is majoring in mathematics and has the highest average in mathematics through the middle of the junior year.

Earl E. Ziegler Senior Mathematics Award The income from a contribution by Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935–1968, is awarded to the mathematics major who has achieved the highest average in mathematics through the middle of the senior year.

Edwin and Leander M. Zimmerman Senior Prize The income from a fund is given to the senior whose character, influence on students, and scholarship have contributed most to the welfare of the College.

Unendowed

Charles W. Beachem Athletic Award The Physical Education Department presents a trophy in memory of Charles W. Beachem (1925), the first alumni secretary of the College. Based on Christian character, scholarship, and athletic achievement, the award is given to a senior student.

Beta Beta Beta Junior Award This award is given to a junior Biology major who has become an active member of Beta Beta Beta. The award is based on scholarship, character, and attitude in the biological sciences.

Beta Beta Beta Senior Award This award is given to a senior Biology major who has demonstrated academic excellence in the biological sciences. The

award is based on scholarship, character, and an active participation in the Rho Chapter of Beta Beta Beta.

C. E. Bilheimer Award Notation on a plaque and a memento are given to the senior major in health and physical education with the highest academic average.

Chemistry Department Research Award The award provided by the Chemistry Department is given to the graduating senior chemistry major who has made the greatest contribution both in his or her own research and to the research activities of the Chemistry Department.

College President's Award: Military Science An engraved desk writing set is awarded to the outstanding senior in the Army ROTC program chosen on the basis of academic excellence, military performance, especially leadership ability, character, industry and initiative, and participation in activities.

Delta Phi Alpha Prize A book on German culture is awarded to the outstanding student for the year in the German Department.

Anthony di Palma Memorial Award An award established by the family of Anthony di Palma (1956), provides a book to the junior having the highest marks in history. Other things being equal, preference is given to a member of Sigma Chi fraternity.

French Cultural Counselor's Award A book presented by the Cultural Counselor of the French Embassy is awarded to a senior for outstanding achievement in French.

Frank H. Kramer Award The award is given by Phi Delta Theta fraternity, in memory of a former



Professor of Education, to a senior for the excellence of his or her work in the Department of Education.

Pennsylvania Institute of Certified Public Accountants Award This award sponsored by the Pennsylvania Institute of Certified Public Accountants is presented to a senior selected by the faculty of the Economics and Business Administration Department who has demonstrated excellence in the area of accounting and who, by participation in campus activities, shows qualities of leadership. Eligibility for this award is based on the satisfactory completion of a substantial number of accounting courses.

Pi Lambda Sigma Awards The Pi Lambda Sigma Awards, a sum of money contributed by Pi Lambda Sigma, is given annually to a senior major in Business

Psi Chi Award The award is given to a senior psychology major, in the spring of his or her senior year, who shows promise in the field of psychological endeavor. Other things being equal, preference is given to a member of Psi Chi.

Psi Chi Junior Award An award is given to a senior psychology major who has displayed outstanding potential and initiative throughout his or her junior year.

Sceptical Chymists Prize To encourage the presentation of talks, the prize is awarded by the organization to the member or pledge who delivers the best talk before the Sceptical Chymists during the year.

Sigma Alpha Iota College Honor Award Sigma Alpha Iota, an international music fraternity, gives an award each year to a young woman in the local chapter who has exemplified the highest

musical, scholastic, and ethical standards, whatever her class standing. Contributions to the local chapter of Sigma Alpha Iota and participation in Music Department activities are important criteria for selection.

Sigma Alpha Iota Honor Certificate Sigma Alpha Iota annually awards in each chapter an honor certificate to the graduating woman who holds the highest academic average among music majors.

Society for Collegiate Journalists Award A medal is presented to a student who has done outstanding work on the College newspaper or literary magazine or with the radio station.

Dr. George W. Stoner Award The income from a fund is awarded to a worthy male senior accepted by a recognized medical college.

Student Life Council Award A citation is awarded to a student in recognition of the quiet influence he or she has exerted for the improvement of the campus community.

Wall Street Journal Student Achievement Award The award of a silver medal and a year's subscription to the *Wall Street Journal* is presented to a senior in the Department of Economics and Business Administration who has shown outstanding academic achievement in the study of finance and economics.

Charles R. Wolfe Memorial Award An award is given by Alpha Xi Delta to a graduating senior on the basis of scholarly endeavor, warmth of personality, and dedication to the College.



Administration, a senior major in Economics, and a senior major in Political Science. The recipients are selected by their respective departments and Pi Lambda Sigma on the basis of their outstanding overall scholastic records, departmental performances, campus activity, character, and potential for future growth.





GETTYSBURG

Courses
of Study

Each year the Registrar's Office issues an Announcement of Courses listing the courses to be taught during the fall and spring terms and the times they will be taught. A January Term Catalogue is issued in the fall by the Office of the Dean of the College listing the courses to be taught during the January Term. Since not every course listed in the following pages is offered each year, the Announcement of Courses and January Term Catalogue should be consulted to obtain the most current information about course offerings.

Usually, courses numbered 100-199 are at a beginning level. Intermediate courses are numbered 200-299. Courses numbered 300-399 are at an upperclass level. Courses numbered 400 and above are advanced seminars, internships and individualized study.

Courses which are listed with two numbers, e.g. Biology 101, 102, span two terms. For courses separated by a hyphen, the first numbered course must be taken as a prerequisite for the second. Where the two numbers are separated by a comma, either of the terms of the course may be taken independently of the other.

The distribution requirements for a B.A. degree are listed on page 27 and for a B.S. in Music Education on page 42. Courses to meet the distribution requirements are offered in various departments. Below is a list of distribution requirements for which courses are offered in more than one department and the departments offering such courses. The course listings for the departments indicate the courses which fulfill distribution requirements.

Distribution Requirements

Foreign Languages

History/Philosophy/Religion (This is in addition to the distribution requirement in Religion)

Literature

Art, Music, Creative Writing, or Theatre Arts

Laboratory Science

Social Sciences

Non-Western Culture

Departments offering courses that fulfill the Requirement

Classics, French, German, and Spanish

Classics, French, German, Spanish
Philosophy, Religion, German and Russian, Spanish (some courses in foreign language departments are conducted in English)

Classics, French, English, Interdepartmental Studies, German, Spanish (some courses in foreign language departments are conducted in English)

Art, English Music

Biology, Chemistry, Physics

Economics and Business
Administration, Political Science, Psychology, Sociology and Anthropology

Economics and Business
Administration, French, History, Interdepartmental Studies, Philosophy, Political Science, Religion, Sociology and Anthropology

The distribution requirement in Religion can be satisfied with a 100 level course in the Religion Department. The requirement of proficiency in written English can be demonstrated by passing English 101. A student may be exempted from the requirement on the basis of scores on the Test of Standard Written English and a writing examination given on campus early in the fall term.

The required 3 quarter courses in Health and Physical Education are offered through the Department of Health and Physical Education. The required Freshman Colloquy course listed below is taught by professors from various departments. The 3 quarter courses in Health and Physical Education and the Freshman Colloquy are college graduation requirements in addition to the distribution requirements.

The January Term Catalogue indicates which distribution requirements can be fulfilled by specific January Term courses.

Freshman Colloquy

Required seminar for all freshmen designed to strengthen reasoning, writing, and speaking skills. Using a multi-disciplinary theme as a focus, students will analyze readings, lectures, and other presentations through intensive writing and class discussion. The theme for 1983-84 is Justice and Social Responsibility: The Individual and the Community.

Anthropology—See Sociology and Anthropology

Art

Associate Professors Agard (Chairperson) and Paulson
Instructor Small

Overview

The Art Department has the following major objectives:

(1) to educate the visual sensibilities beyond the routine responses, toward an awareness of the visual environment around us, as well as cognition of works of art as the living past; (2) to study the historical-cultural significance and aesthetic structure of architecture, painting, and sculpture, and the enduring dialogue between continuity and change; (3) to teach the history of art and the practice of art as separate but interrelated disciplines; (4) to provide the interested major with a curriculum which will give him or her a foundation for graduate or professional study leading to a career in high school or college teaching, to commercial art and industrial design, or as professional painters, sculptors, and printmakers.

The Department offers to prospective majors a flexible program of study in interrelated studio and art history courses. It encourages students from disciplines other than art to select freely from both types of courses.

Requirements and Recommendations

Requirements for studio majors are: Art 121, 122, 141 and introductory courses in painting, printmaking, and sculpture, advanced courses in at least two of these disciplines and a minimum of four courses in the area of history and theory of art. The student is encouraged to take additional courses in the discipline of his or her special interest and competence.

Students intending to major in studio art should arrange to take Art 121, 122 or 141, 142, in the freshman year.

For studio majors there will be a review by the art faculty of cumulative student work at the end of the first term of the senior year, followed by their senior show.

Because of graduate school requirements and extensive publications in French, German, and Italian, studio majors interested in expanding their background in the history of art are advised to fulfill their language requirement in one of these languages.

Distribution Requirements

Any course in the area of history and theory of art may be counted toward the distribution requirement in art, music, theatre arts, or creative writing.

Special Facilities

The new 1,100 sq. foot Schmucker Hall Art Gallery displays nine different exhibitions each year. Included in the gallery calendar are works by professional artists, a faculty show, a student show, several senior art major shows, and numerous theme and specially funded exhibitions.

A collection of approximately 35,000 color slides supports the teaching of art history and studio classes. Available to students is a corresponding collection of 20,000 opaque color reproductions of architecture, painting, and sculpture. Art museums in Washington, Baltimore, and Philadelphia, as well as art exhibits at the College, make possible the necessary contact with original works of art.

The Department has presses for relief, surface, and intaglio printmaking. For sculpture it has both gas and electric welding equipment, power tools for working in wood, stone, and plastic, and a small foundry for bronze casting.

History and Theory of Art

111, 112 Ideas and Events Behind the Arts

A study of the visual arts from prehistoric times to the nineteenth century. An attempt will be made to investigate how social, political, and even natural events have stimulated response in the function and style of painting, sculpture, and architecture. While an understanding of the contextual role of art is considered important, there will also be emphasis upon an understanding of the individual work of art in terms of aesthetic analysis of form and content.

Ms. Small

120 Theory of the Visual Arts

A course to give the liberal arts student a basic approach to visual experience. This is not a chronological survey but a study of visual elements which relate to art. The emphasis will be on painting but other forms of art will also be considered.

Ms. Small

205 Northern European Painting 1400-1700

A study of painting in the Netherlands and Germany from Van-Eyck to Holbein, and its transformation in seventeenth century Holland, Flanders, France, and Spain under the impact of the counter-reformation and the creative genius of Rembrandt, Vermeer, Rubens, El Greco, Velasquez, and Poussin. Alternate years. Offered Spring 1985.

Staff

206 European Painting 1700-1900

Introduction to eighteenth century painters in Italy, France, and England and their relationship to the Enlightenment. Major emphasis on the evolution of painting in France during the nineteenth century in relation to the changing social, political, and philosophical climate. Special attention will be given to impressionism and Post-Impressionism. Alternate years. Offered Fall 1984.

Ms. Small

210 Twentieth Century European Painting

A study of the schools and critical writings surrounding the major figures. Such movements as Art Nouveau, Nabis, Fauvism, Cubism, Futurism, German Expressionism, De Stijl, Dada, and Surrealism will be considered.

Ms. Small

216 History of Modern Sculpture

A study of the evolution of sculptural forms from the nineteenth century through the present decade with emphasis on the effects of science and technology on man's changing image of man and his universe. Alternate years.

Mr. Paulson

219 Eighteenth and Nineteenth Century American Painting

A survey of American painting from the Colonial Period to 1900, studied in relationship to developments in Europe, and with emphasis on the response of art to the changing social and technological environment in America. Alternate years. Offered Fall 1983.

Ms. Small

220 Painting in America Since 1900

A survey of twentieth-century painting. Two basic themes of the course are: the changing social role of painting as America's self-image develops and the aesthetic role of the eclectic process.

Ms. Small

Studio Courses

The purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop the ability to organize visual material; and to integrate the intuitive and rational into creative activity. Lectures accompany basic studio courses when necessary to relate theory and practice.

The Lora Quelly Hicks memorial fund, established by family and friends in honor of Lora Quelly Hicks (1971), provides funds for the purchase of works created by Gettysburg students.

121, 122 Beginning Drawing

An introductory course. Drawing from controlled studio problems and from nature. Intended to promote coordination of hand and eye and to achieve a degree of technical mastery over a variety of drawing tools. Above all, to educate the visual sense, of seeing in relationship; to foster an acute awareness of form, and to develop the ability to create visual equivalents for the object in nature.

Mr. Agard

127, 128 Beginning Painting

An introductory course designed to sharpen visual responses, to develop understanding of the interrelationship of color, form and space, and a grasp of painting as organized structure as well as personal expression. Experience in still life, landscape, and abstract problems. Open to the general student as well as to majors. *Prerequisite for studio majors:* Art 121.

Mr. Agard

131, 132 Beginning Printmaking

An introductory course in printmaking. The creative process as conditioned and disciplined by the techniques of intaglio and lithography. Discussion of past and contemporary methods, and the study of original prints. *Prerequisites for studio majors:* Art 121.

Mr. Paulson

135, 136 Beginning Sculpture

An introduction to the fundamentals of three-dimensional forms and modes of expression involving creative problems in the organization of space, mass, volume, line, and color. Correlated lectures and demonstrations will be used to acquaint the student with those aspects of sculptural history and theory relevant to studio projects. This course is intended for the general student as well as the art major.

Mr. Paulson

141 Basic Design (two-dimensional)

An introductory course to help the student develop a capacity to think and work conceptually as well as perceptually, and to provide a basic discipline with which to organize a variety of materials into structural and expressive form. Alternates with 122. Offered Spring 1984.

Mr. Agard

142 Basic Design (Three Dimensional)

An introductory course extending the basic disciplines of 141 into the third dimension. Projects introduce materials such as clay, plaster, wood and metal. The intent of this course is to assist students to organize three-dimensional forms.

Mr. Agard

221, 222 Second Year Drawing

Advanced studio problems: more emphasis on drawing from nature when weather permits. Also, drawing the human figure. *Prerequisites:* Art 121, 122.

Mr. Agard

227, 228 Second Year Painting

Encouragement is given to the exploration of individual problems of pictorial organization and personal expression, involving a variety of media or a concentration on one, according to the student's temperament and ability. *Prerequisites:* Art 127, 128.

Mr. Agard

231, 232 Second Year Printmaking

Concentrates on one medium, selected according to the student's preference and ability. *Prerequisites:* Art 131, 132.

Mr. Paulson

235, 236 Second Year Sculpture

A program of correlated studio projects formulated and conducted by the student entailing experiments in materials, techniques, design systems, and forms of expression involving the elements of spatial organization. *Prerequisites:* Art 135, 136.

Mr. Paulson

321, 322 Third Year Drawing

Mr. Agard

327, 328 Third Year Painting

Mr. Agard

331, 332 Third Year Printmaking

Mr. Paulson

335, 336 Third Year Sculpture

Mr. Paulson

Individualized Study

Provides an opportunity for the well-qualified student to execute supervised projects in the area of his/her special interest, whether studio or history. Repeated spring term.

Staff

Biology

Professors Barnes and Cavaliere (*Chairperson*)

Associate Professors Beach, Hendrix, Mikesell, Schroeder, and Winkelmann

Assistant Professors Logan and Sorensen

Laboratory Instructors (Assistants)

M. Hinrichs, P. Price, and H. Winkelmann

Overview

Courses in the Department are designed to provide a foundation in basic biological concepts and principles, and the background necessary for graduate study in biology, forestry, dentistry, medicine, veterinary medicine, and various other professional fields. All courses in the Department include laboratory work.

Requirements and Recommendations

The minimum eight biology courses required for a major must include Biology 111, 112, and 200, but is exclusive of Electron Microscopy, Individualized Study, and January Term courses unless otherwise designated. Beyond the three above, there are no specific courses required for the major. This relative freedom permits the attainment of the different backgrounds required for various biological careers. Specialization at the expense of breadth, however, is discouraged. A student, in consultation with his or her adviser, should construct a broad, balanced curriculum. Every program should include at least one course from the area of botany, one from zoology, and one 300 level course.

Chemistry 111, 112 and Chemistry 203, 204 are required of all majors in Biology. It is desirable, but not essential that Chemistry 111, 112 be taken in the freshman year and that Chemistry 203, 204 be taken in the sophomore year.

Two courses in introductory physics (either Physics 103, 104 or Physics 111, 112) are required for admission to graduate and professional schools, but this subject is not a requirement for the major.

A minimum competency in mathematics is expected of all majors in biology. Competency may be defined as a knowledge of statistics and calculus. Any deficiency should be rectified with Mathematics 107 (Applied Statistics) and Mathematics 108 (Applied Calculus). Students desiring a double major with chemistry, mathematics or physics must take Mathematics 111-112 (Calculus of a Single Variable).

A minor in biology includes Biology 101, 102 (or Biology 111, 112) and any other four courses in the department which would count toward the major provided that all prerequisites are met.

Distribution Requirements

The distribution requirement in laboratory science may be satisfied by Biology 101, 102, by Biology 101 plus a January Term course designated for this purpose, or by Biology 111, 112.

Special Facilities

Greenhouse, animal quarters, aquarium room, environmental chambers, electron microscopy laboratory, independent study laboratories.

Special Programs

Cooperative program in Forestry and Environmental Studies with Duke University (p. 53)

January Term offerings include a variety of courses: (1) special courses in introductory biology to satisfy the distribution requirement in laboratory science or for the major requirement, (2) courses in specialized areas of biology for students who have completed the introductory course, (3) overseas field courses, (4) internships in hospitals, research labs, and private medical practices, and (5) opportunities for individualized study and self-designed internships.

101, 102 General Biology

Designed to provide for non-science majors an appreciation of the physical and chemical dynamics of life. Subject matter includes the structural organization within which life processes operate; the relationship of structure and function in living organisms; and the interactions between organisms and their environment. Approaches of modern biologists to current problems are introduced. Particular attention is given to the relationship of biology to human concerns. Three class hours and laboratory.

Messrs. Hendrix, Mikesell, and Staff

111 Introductory Biology: Plants

Basic cell structure and function, cell division, reproduction, respiration, photosynthesis; a brief survey of protistan organisms and plants; an introduction to the structure and physiology of vascular plants.

Mr. Cavaliere and Staff

112 Introductory Biology: Animals

Introduction to the adaptive biology of animals; basic developmental patterns and processes; principles of genetics, evolution and phylogeny; ecology. *Prerequisite:* Biology 111.

Mr. Barnes and Staff

200 Cell Biology

Study of the principles and processes of cellular biology. Structure and function of membranes and organelles; enzymes and their role in chemical reactions; the mitochondrion and energy flow; the chloroplast and photosynthesis; cell excitability and motility; molecular nature of the gene and gene expression; genetic control and cellular differentiation; cellular aspects of immunology; general cellular homeostasis. Three class hours and laboratory. *Prerequisites:* Chemistry 111, 112 (May be taken concurrently)

Mr. Schroeder

(Biology 111, 112, 200 sequence is designed for the science major)

201 Vertebrate Morphology

Detailed examination of the origins, structures, and functions of the organ systems of vertebrates. Special attention is given to the evolution of major vertebrate adaptations. Three class hours and two scheduled laboratories. Offered in fall of odd-numbered years.

Mr. Winkelmann

202 Structural Plant Development

Anatomical approach to the study of higher plant structures. The origin and differentiation of tissues and organs, environmental aspects of development and plant anomalies are studied. Six hours a week in class-laboratory work.

Mr. Mikesell

204 Taxonomy of Flowering Plants

Identification, classification, structural diversity, and evolutionary relationships of angiosperms. The course includes extensive field work for collection of local flora, and methodology and principles of related disciplines, e.g., plant geography, cytogenetics, and numerical taxonomy.

Mr. Beach

215 Electron Microscopy

Introduction to the basic theory and practice of transmission electron microscopy (RCA EMU4) and scanning electron microscopy (JEOL JSM T20). Techniques of tissue preparation including the use of the ultramicrotome, sputtercoater, and critical point drying apparatus are covered along with introduction to interpretation of animal and plant ultrastructure. Lecture and laboratory are by arrangement. Cost: approximately \$40.00 for materials which will remain property of student. Does not count toward the eight minimum courses required for a major.

Ms. Logan

217 An Evolutionary Survey of the Plant Kingdom

Synopsis of embryo-producing plants, primarily liverworts, mosses, fern allies, ferns, and seed plants. Emphasis is on comparative morphology, adaptive diversity and phylogeny. Six hours a week in class-laboratory work.

Mr. Mikesell

218 Algae and Fungi

Study of algae (Phycology) and fungi (Mycology) with emphasis on both the cellular and subcellular levels. The course will include the identification, morphology, physiology, reproduction, ecology, and phylogeny of these organisms; culture techniques, basic principles of plant pathology, and medical mycology will be considered. Three class hours and laboratory. Offered in spring term of odd-numbered years.

Mr. Cavaliere

224 Vertebrate Zoology

Introduction to the systematics, distribution, reproduction, and population dynamics of vertebrates. Field and laboratory emphasis is on natural history, collection, identification, and preparation of specimens. Six hours in class, laboratory or field. Optional trip to North Carolina.

Mr. Winkelmann

227 Invertebrate Zoology

Biology of the larger free-living metazoan invertebrate groups, exclusive of insects, with special emphasis on adaptive morphology and physiology and on evolution. Six hours a week in class-laboratory work.

Mr. Barnes

230 Bacteriology

Introduction to the biology of bacteria, their morphology, reproduction, physiology, genetics, and ecology. Isolation, cultural techniques, environmental influences, biochemical, genetic, and immunological characterization of bacteria will be emphasized in the laboratory. Three class hours and laboratory.

Mr. Hendrix

300 Physiology of Plant Growth and Development

Physiology of growth and function in vascular plants. The relationship between structure and function in plant systems and plant responses, growth promoting substances, photoperiodic responses, water absorption and transpiration, mineral nutrition, and general metabolic pathways are studied. Three class hours and laboratory. Offered in spring term of even-numbered years.

Prerequisite: Biology 200 or permission of instructor.

Mr. Cavaliere

305 Ecology

Principles of ecology, with emphasis on the role of chemical, physical, and biological factors affecting the distribution and succession of plant and animal populations and communities. Three class hours and laboratory-field.

Mr. Beach

310 Principles of Genetics

Principles of Mendelian genetics, the interpretation of inheritance from the standpoint of contemporary molecular biology, and the relationships between heredity and development, physiology, ecology, and evolution. Three class hours and laboratory. *Prerequisite:* Biology 200.

Ms. Logan

313 Histology-Cytology

Microscopic structure of human tissues and the functional architecture of organs. An introduction to pathological changes in structure as a consequence of disease is presented. Three class hours and laboratory. *Prerequisite:* Biology 200. Not offered 1982-83.

Mr. Schroeder

320 Developmental Biology

Survey of the principles and phenomena of biological development at the molecular, cellular, and organismic levels of organization. Major attention is given to embryonic development in multicellular organisms, especially animals. Vertebrates are emphasized in the study of the formation of animal organ systems. Three class hours and laboratory. *Prerequisite:* Biology 200.

Mr. Sorensen

323 Parasitology

Introduction to the general principles of parasitism with emphasis upon the epidemiology, taxonomy, morphology, and physiology of the major groups of animal parasites of man and animals. Three class hours and laboratory.

Mr. Hendrix

325 Animal Behavior

Study of animal behavior through readings, films, discussions, and field and laboratory observations. A wide range of phenomena will be considered, from simple mechanisms such as reflex responses to complex interactions such as social organizations. The role of behavioral adaptations in the biology of animal species will be emphasized. Three class hours and laboratory. Offered in fall of even-numbered years.

Mr. Winkelmann

340 Vertebrate Physiology

Introduction to the principles of animal function. Man is emphasized but other vertebrate groups are considered for comparative purposes. A significant block of time is spent in the laboratory, which stresses basic experimental techniques. An independent project must be undertaken as part of the course. *Prerequisites:* Biology 200, Chemistry 203, or permission of instructor. Three class hours and laboratory.

Mr. Schroeder

341 Biochemistry

Introduction to the principles of biochemistry. Topics include the structure and function of proteins, nucleic acids, and biological membranes; the kinetic analysis of enzyme activity; the thermodynamics of biochemical reactions; and the organization, regulation, and integration of metabolic pathways. Laboratory includes an independent project designed by the student. *Prerequisites:* Chemistry 204 and a knowledge of calculus. Three class hours and laboratory.

Mr. Sorensen

Individualized Study

Independent investigation of a topic of special interest to the student. Study would normally include both literature and laboratory research carried out under the direction of a faculty member familiar with the general field of study. A seminar dealing with the investigation will be presented to the staff and students as a part of individualized study. Open to juniors and seniors. *Prerequisite:* Approval of both the directing faculty member and the Department prior to registration day.

Staff

Chemistry

Professors Fortnum and Rowland
Associate Professor Parker (*Chairperson*)
Assistant Professors Grzybowski and Leiby
Assistant Instructors Jackson and Munday

Overview

Each course offered by the Department provides an opportunity for a concentrated study of the various principles of classical and contemporary chemical knowledge. From the introductory to the advanced courses, application is made of basic theories and methods of chemical investigation. The courses offered by the Department utilize lectures, discussions, library work, videotapes/films, and laboratory investigations in order to emphasize the concepts that underlie the topics covered. Each course, as well as the major itself, is designed for the curious and interested student.

The program of the Department is accredited by the American Chemical Society. The paths taken by majors after graduation are varied; many enter graduate work in chemistry. Graduates also enter medical and dental schools, industrial and government research laboratories, secondary school teaching, and other fields such as business and engineering.

Requirements and Recommendations

The eight basic courses required for a major are Chemistry 111, 112 (or 112A or 112B), 203, 204, J21, 305, 306, and 317. Additional offerings within the Department may be elected according to the interests and goals of the individual student. Physics 111 and 112 and mathematics through 211 are required of all chemistry majors. Additional courses in mathematics (212) and physics may be recommended for those contemplating graduate study in certain areas. Junior and senior majors are expected to join with staff members in an afternoon seminar series which is designed to provide an additional opportunity for discussion of current developments in the field. Approved safety goggles must be worn in all laboratories. Prescription glass but *not contact lens* may be worn under safety goggles.

For the prospective secondary school teacher the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Chemistry.

Individualized study and independent laboratory work are available in connection with most courses. An honors section (112A) of the Fundamentals of Chemistry course provides a select group of students with such an opportunity at the introductory level. Emphasis is placed upon individual as well as group study in the January Term offerings. During the student's junior or senior year the major may elect Chemistry 462, a research course in which he or she can utilize his or her knowledge and creativity intensively.

The optional minor shall consist of Chemistry 111, 112 (or 112A or 112B) plus four other chemistry courses at the 200 level or above. No more than one of the four may be a designated January Term course. Individualized Study courses may not be counted toward the optional minor.

Distribution Requirements

The following combinations of chemistry courses may be used to satisfy the distribution requirement in laboratory science: either 101 or 111 followed by 102, 112, 112A or 112B. (Course credit will not be given for more than two introductory chemistry courses including those given in the January term. Credit will NOT be given for both 111 and 101 OR for both 102 and 112.)

Special Facilities and Programs

The Department's library is at the disposal of all students. Numerous lectures and seminars are sponsored by the Department and Sceptical Chymists. These involve resource persons from universities, industries, government agencies, and professional schools and are designed to complement the curricular activities of the Department. An annual highlight is a two or three-day visit by an outstanding scholar in the field of chemistry. The program is supported by The Musselman Endowment for Visiting Scientists. Many qualified upper-classmen—chemistry majors and others—gain valuable experience from serving as laboratory assistants.

101 General Chemistry

Study of chemical principles with emphasis placed on providing the student with an understanding of how these principles relate to the non-scientist, especially in the areas of industry, ecology, health, and philosophy. Laboratory experiments are designed to offer a "hands-on" familiarity with the principles discussed in the lectures. The course is designed for students planning to complete only two courses in chemistry and who may have limited or no previous exposure to chemistry. Three lecture hours and one laboratory afternoon.

Mr. Grzybowski

102 General Chemistry

Review of principles studied in Chemistry 101 and application to problems of current and historical interest. Demonstrations and laboratory experiments are designed to illustrate and complement the material discussed in class. *Prerequisite:* Chemistry 101 or 111. Three lecture hours and one laboratory afternoon.

Staff

111 Fundamentals of Chemistry

Study of atomic structure, theories of bonding, stoichiometric relationships, properties of solutions and gases, and elementary thermodynamics. The laboratory work covers quantitative relationships by employing titrimetric and gravimetric techniques. This course is designed for biology, chemistry, and physics majors and others with a secondary school background in chemistry and elementary mathematics. Course credit is not granted for both Chemistry 101 and 111. Three lecture hours and one laboratory afternoon.

Mr. Parker

112 Fundamentals of Chemistry

Study of kinetics and mechanisms of reactions, equilibrium, electrochemistry, and theories of complex formation. Laboratory work includes kinetic studies, qualitative analysis, and the application of various instrumental procedures to quantitative analysis. Course credit is not granted for both Chemistry 102 and 112. *Prerequisite:* Chemistry 111. Three lecture hours and one laboratory afternoon.

Mr. Fortnum

112A Fundamentals of Chemistry

Designed as an honors seminar for the more capable first-year chemistry students. Kinetics equilibrium, electrochemistry, and coordination chemistry are among the topics discussed. Laboratory work includes experiments in kinetics and equilibrium and the application of principles from lecture to a project of several weeks duration. Emphasis is placed on independent work with necessary guidance in both the seminar and the laboratory. *Prerequisites:* Chemistry 101 or 111 and invitation of the Department. Two afternoons.

Mr. Parker

112B Fundamentals of Chemistry

A special section for those students whose performance in Chemistry 111 indicates the need for continuing lecture and laboratory experience in a smaller group. Topics covered will be similar to those in Chemistry 112, with appropriate changes in scope. The class size will permit a greater degree of class participation by each student in the discussion of concepts and problems. *Prerequisites:* Chemistry 111 and invitation of the Department. Three lecture hours and one laboratory afternoon. Alternate years, offered 1983-84.

Mr. Rowland

203 Organic Chemistry

Study of the fundamental concepts of the chemistry of carbon compounds with emphasis on methods of preparation, reaction mechanisms, stereochemical control of reactions, and the application of spectroscopy to problems of identification. *Prerequisite:* Chemistry 112, 112A, or 112B. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Rowland

204 Organic Chemistry

Study of the various classes of organic compounds, including substitutions in the aromatic nucleus, polycyclic compounds, and natural products such as amino acids, carbohydrates, peptides, and enzymes. *Prerequisite:* Chemistry 203. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Rowland

J 21 Chemical Applications of Spectroscopy

Study of the theories and applications of ultraviolet, infrared, nuclear magnetic resonance, and mass spectroscopy are discussed in relation to the import of these spectroscopic methods in the analysis of chemical systems. The utilization and limitations of each type of spectroscopy are covered. Course work includes lectures, discussions, and laboratory sessions. The lab periods involve the use of spectrometers in the identification of organic compounds. Lecture work is supplemented by films and videotapes. *Prerequisite:* Chemistry 203.

Staff

305 Physical Chemistry

Study of the principles of thermodynamics and kinetic theory as applied to the states of matter, chemical reactions, equilibrium, the phase rule, and electrochemistry using lectures, readings, problems, discussions, and laboratory exercises. The computer is used as a tool for solving problems and for the reduction of experimental data. *Prerequisites:* Chemistry 112 or 112A or 112B, Physics 112, mathematics through calculus (usually Math 211). Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

306 Physical Chemistry

Introduction to theories of chemical kinetics, quantum mechanics, and statistical thermodynamics and their applications to chemical systems through the use of problems, lectures, readings, discussions, laboratory investigations, and projects. The computer is used for modeling, simulations, and solving problems. Assignments are made so as to encourage the individual study of specific related physical chemical phenomena. *Prerequisite:* Chemistry 305. Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

317 Instrumental Analysis

Study of chemical analysis by use of modern instruments. Topics include complex equilibria, electroanalytical methods, quantitative spectroscopy, and chromatography. Analytical methods will be studied from both a chemical and an instrumentation point of view. The laboratory will stress quantitative analytical procedures and laboratory preparations. *Prerequisites:* Chemistry 204 and J 21. Three lecture hours and two laboratory afternoons.

Mr. Grzybowski

353 Advanced Organic Chemistry

Study of physical organic topics including stereochemistry, pericyclic reactions, and the investigation of mechanisms. Selected subjects in the synthetic section are photochemistry, organometallic reagents, asymmetric reactions, rearrangements, heterocycles, and multistep syntheses of complex molecules. Laboratory work involves advanced syntheses and techniques with an emphasis on independence and skills as well as extensive use of the library. *Prerequisites:* Chemistry 204 and J 21. Three lecture hours and two laboratory afternoons.

Staff

373 Advanced Inorganic Chemistry

Study of valence bond, crystal field, and molecular orbital theories; boron chemistry; organometallic compounds; structural, kinetic, and mechanistic studies of coordination compounds. Group theory and symmetry are applied to various systems. *Prerequisite:* Chemistry 305. Three lecture hours.

Mr. Parker

462 Individualized Study Research

An independent investigation in an area of mutual interest to the student and a faculty director. The project normally includes a literature survey and a laboratory study. An oral report to staff and students and a final written report are required. A student wishing to enroll in this course should consult with the faculty director and submit a written proposal to the department for approval at least three weeks before the last day of classes of the term preceding the term in which this course is to be taken. *Prerequisites:* Permission of the faculty director and approval of the proposal by the chemistry department. Open to junior and senior chemistry majors. Offered in the fall and spring terms.

Staff

Classics

Professor Pavlantos (*Chairperson*)

Assistant Professors C. R. Held and Snively

Overview

The courses offered are designed to acquaint the student with the language, literature, history, and civilization of Greece and Rome. These societies present a microcosm of all human experience. Fulfillment of the human potential in spite of adversities and threats to existence was the ultimate quest then as it is today. Learning how the founders of western civilization dealt with such conflicts as the aspirations of youth and the compromises of middle age, the claims of community and individual rights, the ecstasy of love, and the despair of loss can help us understand our own thoughts and emotions as we confront these age old problems and pressures.

Requirements and Recommendations

The department offers majors in Greek, Latin, and Classical Studies. Required for all majors: Cl. 121, Cl. 122, Cl. 395. Additional requirements:

Latin Major:	7 courses in Latin including Lat. 312, beyond Lat. 102, Latin 251
Greek Major:	7 courses in Greek beyond Gr. 102, Gr. 251
Classical Studies Major:	8 courses. The 202 level in either Latin or Greek must be attained.

In both Greek and Latin language courses, 201, 202 or their equivalent is a prerequisite for all higher language courses.

A minor consists of six courses in the department including two language courses.

Distribution Requirements

Latin 201, 202 and Greek 201, 202 may be used to meet the College's language requirement. Latin 203, 204, 303, 306, 308, 309, 311, 401, Greek 203, 204, 301, 302, 303, 304, 306, and Classics 262, 264, 266 may be used in partial fulfillment of the literature distribution requirement. Classics 121, 122, Latin 251 and Greek 251 may be used toward fulfillment of the College distribution requirement in history, philosophy or religion and may be counted toward a major in history with the consent of that department.

For prospective secondary school teachers the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Latin.

Special Programs

Through a cooperative arrangement under the auspices of the Central Pennsylvania Consortium, Gettysburg, along with the other two member colleges—Dickinson and Franklin and Marshall—share membership in both the American School of Classical Studies in Athens and the Intercollegiate Center for Classical Studies in Rome.

Greek

101,102 Elementary Greek

An introduction to the alphabet, inflections and syntax of Attic Greek.

Mr. Held

201, 202 Intermediate Greek

Designed to increase the student's skill in reading texts. Selections from Xenophon's *Anabasis*, some writers of the New Testament and other authors are read, with an emphasis on grammar. *Prerequisites:* Greek 101, 102 or its equivalent.

Mr. Held

203 Plato

The *Apology* and *Crito*, with selections from other dialogues are read.

Mr. Held

204 New Testament Greek

An introduction to Koine Greek. Selections from the New Testament are read with attention to their language and content.

Mr. Held

251 Greek History

A survey of Hellenic civilization from the Bronze Age to the Hellenistic period. Extensive readings in the Greek Historians as well as modern scholars (in English) are included. A knowledge of Greek not required. Offered 1984-85.

Ms. Pavlantos

301 Homer

Selections from the *Iliad* and *Odyssey* with examination of syntax and style. Not offered every year.

Ms. Snively

302 Greek Historians

Readings in the text of Herodotus or Thucydides. Not offered 1983-84.

Ms. Pavlantos

303 Greek Comedy

An introduction to Greek drama. Selected comedies of Aristophanes are read with attention to style and metrics. Not offered every year.

Mr. Held

304 Greek Tragedy

Selected plays of Aeschylus, Sophocles, and Euripides. Various plays are also read in English. Oral reports. Offered 1983-84.

Mr. Held

Classics

306 Greek Oratory

Study of selected orations of Demosthenes and Lysias. Not offered every year.

Mr. Held

Individualized Study

Staff

Latin

101, 102 Elementary Latin

An introduction to Latin. Designed for those who have had no contact with the language.

Ms. Snively

201, 202 Intermediate Latin

Designed to increase the student's skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. *Prerequisite:* two years of secondary school Latin or Latin 101, 102.

Ms. Snively

203 Roman Prose

Selections from Roman prose writers and intensive review of grammar. *Prerequisite:* three or four years of secondary school Latin or Latin 201, 202.

Staff

204 Roman Poetry

Extensive reading in Catullus, Ovid, and Horace with a close examination of poetic forms other than epic. *Prerequisite:* three or four years of secondary school Latin or Latin 201, 202.

Staff

251 Roman History

The history of the Republic. Extensive readings in the Roman Historians as well as modern scholars (in English) are included. Papers required. A knowledge of Latin not required. Offered 1983-84.

Ms. Pavlantos

303 Cicero

Selected essays of Cicero, with supplemental reading from his letters and orations. Supplemental reading in English. Not offered every year.

Staff

306 St. Augustine

Selections from the first nine books of the *Confessions* with attention to the differences between Late Latin and Classical Latin. Not offered every year.

Mr. Held

308 Roman Satire

Selections from Horace, Martial, and Juvenal with attention to the changes in language and style from the Classical to the Post Classical period. Not offered every year.

Ms. Pavlantos

309 Roman Historians

Selections from Livy and Tacitus with attention to their peculiarities of language and style. Offered 1983-84.

Ms. Pavlantos

311 Lucretius

Extensive reading in *On the Nature of Things* with attention to Lucretius' metrical forms, science, and philosophy. Offered 1983-84.

Mr. Held

312 Prose Composition

A course designed to increase the student's ability to translate from English to Latin which includes a thorough grammar review. Not offered every year.

Ms. Snively

401 Vergil

A seminar devoted to the study of Vergil's literary style, poetic genius, and humanity as seen in the *Aeneid*. Open to seniors and qualified juniors. Not offered every year.

Ms. Pavlantos

Individualized Study

Staff

Classical Studies

121 Survey of Greek Civilization

A survey of the politics, history, literature, art, etc. of the Greek polis from its beginning to the conquest of Alexander with emphasis on Greek concepts which influenced western thought. Knowledge of Greek not required.

Ms. Pavlantos

122 Survey of Roman Civilization

A survey of the politics, history, literature, art, etc. of Rome from its founding to the Council of Nicea with emphasis on the authority of the state and development of a system of law and government encompassing the whole Mediterranean. Knowledge of Latin not required.

Ms. Snively

230 Classical Mythology

A survey of classical mythology with attention to the process of myth-making and the development of religion. No knowledge of Greek or Latin required. Offered 1983-84.

Ms. Snively

262-266 Genre Literature

An examination of the genre literature of Greece and Rome in translation. Selected works will be studied through analysis of form, structure, and content. No knowledge of Greek or Latin is necessary.

Staff

262 Ancient Epic

A study of Homer, Apollonius of Rhodes, and Vergil. Offered 1984-85.

Ms. Pavlantos

264 Ancient Tragedy

A study of Aeschylus, Sophocles, Euripides, and Seneca. Offered 1985-86.

Ms. Pavlantos

266 Ancient Comedy

A study of Aristophanes, Menander, Plautus, and Terence.
Offered 1983-84.

Ms. Pavlantos

395 Senior Seminar

Content will be determined each year by the senior class
in consultation with the staff. Required of all majors.

Staff

Individualized Study

Staff

Computer Studies

Professors Fortnum and Mara

Associate Professors Flesner, Kellett, and Leinbach
(*Chairperson*)

Instructor Hanlon

Overview

Computers and their associated technologies create opportunities to develop and apply new approaches to problems for which solutions were heretofore inaccessible. The Computer Studies curriculum is designed to encourage students to develop the practice of clear thinking and logical reasoning needed to take advantage of these opportunities. The emphasis is on algorithmic thinking, which links computers and the humans who use them. An algorithm is an unambiguous procedure for solving a problem. Algorithmic thinking involves not only the development of algorithms, but also a creative and critical approach to problem solving. Typical questions which a student must ask about a working algorithm: How general is it? How clear is it? How efficient is it? How should the data be presented? How is it best implemented? The Computer Studies curriculum provides the student with a means for analyzing these and other questions.

The courses listed below cover those concepts which are at the core of computer science. This core can serve as a base for students who intend to apply the principles of computing to their academic discipline and also for students who wish to become computer scientists. Courses in computer studies are taught by faculty members from the Mathematics, Physics, Chemistry, and Economics and Business Administration Departments.

Requirements and Recommendations

The following courses are designed to meet the needs of two types of students: those who desire to use the computer in their academic disciplines and those who have an aptitude for and a desire to obtain a rigorous introduction to the discipline of computer science.

Computer Studies 105 is a one course survey of computer science and emphasizes problem solving using a computer. This course requires no background in mathematics beyond the high school level and is intended for students who do not plan to take further Computer Studies courses. Computer Studies 211 is the usual first course for a student planning to take higher level computing courses. Students taking this course are required to have a background in mathematics which includes a college level calculus course. The Data Structures course, Computer Studies 216, is a prerequisite for the remaining courses. It is strongly recommended that any student who intends to take Computer Studies courses other than Computer Studies 105, should take Mathematics 111-112 followed by Computer Studies 211.

Computer Studies

In addition, a student intending to do graduate work in computer science is advised to take the following courses in mathematics: Modern Algebra, Discrete Mathematics, Differential Equations and Numerical Analysis.

The prerequisites listed for courses serve as a guide for the student. A student may take any course with the special permission of the Computer Studies faculty. Credit will not be given for both Computer Studies 105 and Computer Studies 211.

Facilities

In addition to several microcomputers, the College maintains a Burroughs computer with both batch and terminal processing. This large scale computer is used extensively in all upper division computer studies courses and provides computing power comparable to that in most large scale installations. Students have access to the ALGOL, BASIC, COBOL, FORTRAN, Pascal, and PL/I languages and to software that includes major packages in graphics, operations research, scientific subroutines, statistics, simulation, and word processing. There are more than 20 terminals available for student use for a minimum of 16 hours a day (those in the computer center are available 24 hours a day), seven days a week.

The Computer Studies department has instituted a new Microcomputer Laboratory which includes 18 Apple II microcomputers, two disk drives for each unit, and three Epson MX-100 printers. Each station currently supports the BASIC and Pascal languages. The laboratory is open for individual student use for ten hours a day, seven days a week.

Course Descriptions

105 Introduction to Computing

An introduction to problem solving using the computer as an aid. Emphasis is placed on formulation of algorithms using the top-down method of problem analysis. Topics will include flowcharts, control structures, syntax and semantics, structured programming, arrays, and subprograms. The BASIC and Pascal languages will be used for writing programs.

Staff

211 Introduction to Algorithms and Programming

An introduction to Computer Science using the ALGOL language. Topics will include algorithm formulation, the structure of algorithms, programming style, elementary numerical methods, arrays, and files. *Prerequisite:* Mathematics 112 or Mathematics 118.

Messrs. Flesner and Leinbach

216 Data Structures

An introduction to the major data structures and some of their applications: Topics include linear lists, sets, queues, stacks, linked lists, string processing, trees, graphs, arrays, tables, files, and dynamic memory management. *Prerequisite:* Computer Studies 211.

Messrs. Flesner and Leinbach

311 Design and Analysis of Algorithms

A survey of the basic principles and techniques for the development of good algorithms. Emphasis is placed on individual development of algorithms and an analysis of the results in terms of usefulness, efficiency, and organization. Topics include design techniques, worst case and average case analysis, searching, sorting, branch and bound, spanning trees, reachability, combinatorial methods, and NP-hard problems.

Prerequisites: Computer Studies 211 and 216.

Messrs. Flesner and Leinbach

322 Computer Organization and Assembly Language Programming

Programming at the machine level with an emphasis on the logical connection of the basic components of the computer and on systems programs. Topics include machine and assembly language, basic computer operations, hardware organization, systems software, and compilers. *Prerequisite:* Computer Studies 216.

Mr. Leinbach

Individualized Study

Pursuit of topics of an advanced nature by well qualified students through individual reading and projects, under the supervision of staff members. *Prerequisite:* Permission of the Computer Studies chairperson.

Economics and Business Administration

Professor W. F. Railing (*Chairperson*)

Associate Professors Baird, Fender, Gemmill, Hill, and Niiro

Assistant Professors Gondwe and Griffith

Instructors Hanlon, Lewis, McClymont, Pellak,

Poorman, Siegel, and Singh

Adjunct Professor Townsend

Adjunct Associate Professor Seidel

Adjunct Assistant Professor J. M. Railing

Adjunct Instructors Katzman, Kerr, Musselman,

Raffensperger, and Robert

Lecturer Schlegel

Assistant S. Cavaliere

Overview

The Department offers courses in economics, business administration, and accounting. A knowledge of these areas has become increasingly important for effective participation in our complex society and is essential for a person to be considered liberally educated. The Department's courses present this knowledge with a focus on problem solving that emphasizes the identification and solution of problems through analysis rather than the mere acquisition of vocational tools. Courses stress the critical thinking skills of a liberally educated person: analysis, synthesis, and ability to perceive, create, and choose among alternatives.

Economics is a social science that studies the use of scarce resources to produce and distribute goods and services within society. Economists analyze economic problems such as inflation, unemployment, and economic growth and put forth suggestions for the solution of these problems.

Business administration is concerned with the operation, management, and control of economic organizations in a society. The managers of economic organizations have a profound influence on a social system since they must understand the needs of their constituents and make decisions on the use of physical and human resources to satisfy these needs.

Accounting measures the activity of economic organizations, analyzes the resulting data, and provides alternatives and recommendations to the management of such organizations.

The Department offers two majors, one in economics and the other in business administration, with a concentration in accounting possible within either major. Ten courses are required for a major in economics or in business administration. In addition to its liberal arts objectives, the Department's curriculum is designed to meet the needs of students who intend to (1) pursue graduate study in economics; (2) enter graduate professional schools in

business administration, law, and related areas; or (3) pursue a career in business, non-profit organizations, or government.

It should be noted that the Department reserves the right to limit the number of majors in economics and in business administration in accordance with the amount of its resources. If and when such a limitation is imposed, students will be selected by the Department on the basis of academic performance and other factors, such as attitude and diligence.

Requirements and Recommendations

Minimum requirements for students majoring in economics are: Economics 101-102, Accounting 153, Economics 241, 243, 245, and 333, and three courses chosen from the following: Economics 242, 301, 303, 305, 324, 336, 338, 351, and 352. Majors in business administration are required to complete Economics 101-102, Accounting 153, Economics 241, 243, 245, and Business 366, and to select three courses from the following: Business 361, 363, 365, 367, Economics 351, 352, Accounting 154 and one advanced course in accounting.

Beginning with the class of 1985, majors in economics and majors in business administration will be required to demonstrate achievement in Mathematics equivalent to one term of Calculus. This requirement may be satisfied by taking Mathematics 117, which is offered specifically for majors in this Department, Mathematics 111, or Mathematics 108. Exemption by examination is also possible. Students who do not have an adequate background in algebra should take Mathematics 101 before taking a calculus course. Since calculus is one of the prerequisites for the sophomore courses in the Department (Economics 241, 243, and 245), students who are interested in majoring in economics or in business administration are strongly encouraged to complete this mathematics requirement during their freshman year.

A student who plans to pursue graduate study in economics or business administration is encouraged to take Mathematics 117-118 or Mathematics 111-112 and 211, 212, and Economics 242, 351, and 352. Mathematics 357-358 may be taken by a major in economics or a major in business administration in place of Economics 241, 242, provided both terms of Mathematics 357-358 are completed.

It should, however, be noted that a student may not receive credit for two courses covering introductory statistics, such as Economics 241, Mathematics 107, and Sociology 303. All majors in the Department are required to take Economics 241. If a student has taken Mathematics 107 or Sociology 303 before becoming an economics or a business administration major, he or she will be required to take Economics 242. The Department feels that all its majors should be exposed to at least one

statistics course stressing applications to economics, business, and accounting problems. Of course, the option does exist of taking Economics 241, but this will result in the loss of credit for Mathematics 107 or Sociology 303.

The computer has become an important tool in economics, business administration, and accounting. For this reason, the Department strongly recommends that its majors take, in accordance with their respective interests, a course or courses dealing with the use of the computer from among the following: Business 377, 378, and either Computer Studies 105 or Computer Studies 211.

During the first two years of residence, all students who intend to major in economics or business administration should complete Accounting 153 and Economics 101-102, 241, 243, and 245.

Students who develop an interest in one of these two fields after entering the College will, however, find it possible to major in the Department as late as the close of the sophomore year or the beginning of the junior year without having followed the above program, if they have completed Economics 101-102 and a substantial number of the College distribution requirements. Economics 101-102 is a prerequisite for all courses offered by the Department except Business 363, 364, Accounting 153, 154, 253-254, 353-354, 355, 356, 373-374, and Geography 310. Upon application by a student, the prerequisites for a course may be waived by the instructor.

In order to qualify for Departmental Honors in his or her major field, a student must (1) satisfactorily complete Economics 400 during the senior year, and (2) have earned an acceptable overall and Departmental grade point average.

Distribution Requirements

A student may satisfy the College distribution requirement in social sciences by successfully completing Economics 101-102.

Special Programs

Gettysburg College is one of a relatively small number of colleges and universities selected by the Small Business Administration (S.B.A.) to participate in the Small Business Institute Program. Under the supervision of a faculty member, students are dispatched to provide management counseling to the area small business firms. The S.B.I. program consists of two courses: Business 381 and 402. Students planning to seek admission to this program must plan their schedules carefully so that they complete the necessary prerequisites in a timely fashion. Such interested students should consult *The Handbook for Majors* of the Department of Economics and Business Administration for details about this program and admission to it. The *Handbook* is available from the Department Office.

The Department also offers an Economics and Business Administration Internship (Economics J 96) during the January Term for well-qualified senior majors. The internship involves an education-employment experience in economics, business administration, or accounting with a governmental or private business organization. The intern may be required to spend January outside the Gettysburg area. One course credit is given for successful completion of the internship.

Students majoring in economics or in business administration are encouraged to participate in The Washington Economic Policy Semester at The American University. Those persons interested should see page 47 and contact Dr. Railing at the beginning of the spring term of their sophomore year, or earlier, to learn more about the Semester and to make application for it.

Students enrolled in The Harrisburg Urban Semester, who are majoring in economics or in business administration, should do the individualized study project in this Department.

The Departmental brochure, entitled *Handbook for Majors*, contains additional information regarding the policies and practices of this Department. All majors and potential majors are urged to obtain a copy of this booklet.

Economics

101-102 Principles of Economics

Gives students a general understanding of economic systems and economic analysis, with emphasis on the operation of the American economic system. Topics covered in the first term include National income, employment, inflation, monetary and fiscal policies, economic growth and development. In the second term, topics covered include the price system, consumer theory, production theory, theory of firm, income distribution, welfare economics, and international economics.

Ms. Fender, Messrs. Gemmill, Gondwe, Griffith, Niiro, W. F. Railing, Seidel, Siegel, and Townsend

241 Introductory Economic and Business Statistics

The nomenclature of descriptive statistics, probabilities using the normal, binomial, Poisson distributions, the Tchebycheff inequality, Chi-square, sampling, hypothesis testing, linear regression and correlation. *Prerequisites:* Economics 101-102, and one of the following: Mathematics 117, 108, 111, or the equivalent. Please note that a student may not receive credit for both this course and Mathematics 107 or Sociology 303.

Messrs. Hill and Niiro

242 Intermediate Economic and Business Statistics

Advanced Statistical Theory applicable to economics and business problems. Topics included are non-linear regression and correlation and the use of transformations; multivariate techniques and analysis; Chi-square applications; variance analysis; index numbers and their use; and time series. *Prerequisite:* Economics 241.

Mr. Hill

243 Intermediate Macroeconomic Theory

Further study of classical, neoclassical, Keynesian and post-Keynesian economics focusing on, along with national income accounting, the various theories and policies which deal with the generation and maintenance of full employment and a stable price level. The causes and cures of unemployment and inflation are also analyzed. Offered during fall and spring terms.

Prerequisites: Economics 101-102, and one of the following: Mathematics 117, 108, 111, or the equivalent.

Messrs. Gondwe and W. F. Railing

245 Intermediate Microeconomic Theory

Uses the methodological tools of economics to examine consumer and producer behavior and economic behavior under different input and output market structures, and to analyze the implications of such behavior for general equilibrium and economic welfare. *Prerequisites:* Economics 101-102, and one of the following: Mathematics 117, 108, 111, or the equivalent.

Ms. Fender, Messrs. Griffith, Hill, and Siegel

301 Labor Economics

Theoretical and empirical study of the functioning of labor markets with emphasis on wage and employment determination. Topics include impacts of legislation, unions, education, and imperfect markets; time allocation, economics of fertility, wage differences, and discrimination; labor relations, collective bargaining, and the Phillips curve. *Prerequisite:* Economics 101-102.

Recommended: Economics 245.

Mr. Siegel

303 Money and Banking

An examination of the role of money, credit, and financial institutions in the determination of price and income levels. Coverage includes the commercial banking system, the Federal Reserve System, monetary theory, and the art of monetary policy. Emphasis is placed upon evaluation of current theory and practice in the American economy.

Prerequisite: Economics 101-102.

Mr. Gemmill

305 Public Finance

Concerned with the principles, techniques, and effects of government obtaining and spending funds and managing government debt. Nature, growth, and amount of expenditures of all levels of government in the United States are considered, along with the numerous types of taxes employed by the various levels of government to finance their activities. Government debt is also considered. *Prerequisite:* Economics 101-102.

Mr. W. F. Railing

324 Comparative Economic Systems

Concerned with a comparative analysis of free enterprise economies, centrally planned economies, and mixed economies. Primary attention is given to the economic aspects and institutions of these economic systems, but the political, philosophical, and historical aspects are also considered. *Prerequisite:* Economics 101-102.

Mr. W. F. Railing

333 History of Economic Thought and Analysis

A study of the development of economic ideas and policies in relation to major forms of social, political, and economic problems. Emphasis is placed on major contributions to economic thought from Plato to Keynes.

Prerequisite: Economics 101-102. *Recommended:* Economics 243, 245.

Mr. Gondwe

336 International Economics

Covers comparative advantage, gains from trade, commercial policy, integration, balance of payments, exchange rates, and international monetary reform.

Prerequisite: Economics 101-102.

Mr. Griffith

338 Economic Development

An examination of the economic and non-economic factors accounting for the economic growth and development of less developed areas of the world. Various theories of economic and social growth and development will be analyzed, and major policy issues will be discussed. *Prerequisite:* Economics 101-102.

Mr. Gondwe

351 Application of Mathematics to Economics and Business

An introduction to the application of calculus and matrix algebra in economics and business. Numerous illustrations of mathematically formulated economic models are used to integrate mathematical methods with economic and business analysis. *Prerequisites:* Economics 243, 245, and Mathematics 117-118 or Mathematics 111-112 and 211-212.

Mr. Niiro

352 Introduction to Econometrics

An introduction to the application of mathematical economic theory and statistical procedures to economic data. Coverage includes the development of appropriate techniques for measuring economic relationships specified by economic models and testing of economic theorems. *Prerequisites:* Economics 243, 245, Mathematics 117-118 or Mathematics 111-112 and 211-212, and Economics 242, or Mathematics 358.

Mr. Niiro

400 Senior Seminar

Involves study of research methodology and application of economic theory to contemporary problems in both economics and business. Students prepare and discuss research papers on topics in economics or business. Seniors must take this course to qualify for Departmental Honors.

Ms. Fender

Individualized Study

Topics of an advanced nature pursued by well qualified students through individual reading and research, under the supervision of a member of the Department's faculty. A student wishing to pursue independent study must present a proposal at least one month before the end of the term preceding the term in which the independent study is to be undertaken. *Prerequisites:* Permission of the supervising faculty member and the Department Chairperson. Offered during the fall and spring terms.

Staff

Business Administration

361 Marketing Management

Study of the place of marketing in the world of business; the marketing concept; understanding consumer buying behavior; market planning and product policy; sales management; distribution strategy; current problems, influences and pressures on marketing. Marketing case studies are analyzed and discussed. *Prerequisite:* Economics 101-102.

Messrs. Robert and Singh

363 Business Law I

Brief examination of the development of the American legal system, and of criminal and tort law. The general principles of contract law and the sale of goods are then studied in depth. Offered in the fall and spring terms.

Ms. J. M. Railing

364 Business Law II

Secured transactions, commercial paper, employment, and business organizations are studied. *Prerequisite:* Business 363. Offered in the spring term.

Ms. J. M. Railing

365 Personnel Management

Study of both the functional context and the behavioral factors and implications that underlie human resource planning. Major topics include the role of unions, impact of legislation, and social responsibility. *Prerequisites:* Economics 101-102 and Business 366.

Ms. Hanlon and Mr. Kerr

366 Business Management

Study of major managerial functions and decision-making techniques. Further consideration is given to the contribution of behavioral and management science in treating the organization as a complex system. *Prerequisite:* Economics 101-102.

Ms. Hanlon

367 Business Finance

An introduction to the principles and practices involved in the acquisition and administration of funds by the business firm. Coverage includes asset management and the sources and costs of capital. Emphasis is upon the application of economic theory and basic decision theory to the financial concerns of the firm. *Prerequisites:* Economics 101-102 and Business 366.

Mr. Gemmill

377 Fundamentals of Automated Business Information Systems

Gives the student an introduction to business information systems and a basic familiarization with data processing concepts and terminology commonly encountered in the business world. The COBOL programming language is used as the vehicle for introducing and explaining the topics covered. The subject matter is presented from the viewpoint of the future manager or executive whose area of responsibility will utilize business information systems. *Prerequisites:* Economics 101-102, Accounting 153. Please note that a student may not receive credit for Business 377 and the former Business 177.

Mr. Katzman

378 Business Data Processing Systems and Management

Gives an understanding of the technical and management facets of business data processing. The human and organizational aspects as well as the socio-economic environment related to solving business problems via data processing are covered. The subject matter is presented from the viewpoint of those who will be future users of data processing, especially those in management positions. *Prerequisites:* Economics 101-102, 153, Business 366, 377, and Economics 241 or Mathematics 107.

Mr. Katzman

381 Small Business Management

Study of the principles and procedures of managing a small business; relevant differences in approach between large and small businesses; the commitments of an entrepreneur and the required attitude; the functions of accounting, finance, marketing, personnel, and production forecasting for the small business manager. *Prerequisites:* Economics 101-102, Accounting 153, Business 361 and 366.

Mr. Singh

402 Management Practicum

Study of the practical application of business theory. Students will either assist local small business firms in improving their operations or engage in directed independent field research of a business problem. *Prerequisites:* Economics 101-102, Accounting 153, Business 361, 366, and 381.

Mr. Singh

Individualized Study

(See description following Economics 400)

Accounting

153-154 Principles of Financial and Managerial Accounting

Study of the basic principles, concepts and problems in recording, summarizing, reporting, and analyzing financial data. Topics covered in the first term include the accounting cycle for service and merchandise business, income determination, inventory valuation, and depreciation methods. In the second term, topics covered include partnerships, corporations, statement of changes in financial position, analysis of financial statements, present and future values, the accounting for cost of goods manufactured, standard costing, forecasting and budgeting.

Mesdames Lewis and Poorman, Messrs. Baird, McClymont, Musselman, and Pellak

253-254 Intermediate Accounting

A continued and more intensive study of the principles and theories prevalent in accounting with consideration given to alternative methods of recording and presenting accounting data. An effort is made to acquaint the student with the predominant professional groups and their pronouncements on accounting matters. *Prerequisites:* Accounting 153-154.

Mr. Pellak

353-354 Cost Accounting

Accounting for manufacturing concerns with particular reference to securing unit costs of manufactured products. Emphasis is placed on job order costing, process costing, and allocation of overhead cost in 353 and managerial control profit planning and cost analysis in 354. *Prerequisites:* Accounting 153-154.

Mr. McClymont

355 Auditing

An introduction to principles and procedures of auditing, including preparation of audit programs and working papers, and the writing of reports. Some of the actual experience of conducting an audit is simulated through completion of a practice set. *Prerequisites:* Accounting 153-154.

Mr. Raffensperger

356 Federal Taxes

An introduction to Federal Income Tax Laws, development and implementation. Emphasis placed on taxes related to individuals and corporations. Researching specific problems through use of tax journals and services is required. Work on the art of preparing income tax returns and other related items is included. *Prerequisites:* Accounting 153-154.

Mr. Pellak

373-374 Advanced Accounting

An examination of accounting problems related to certain areas such as estates and trusts, non-profit organizations, partnerships, bankruptcies, and with particular emphasis on consolidations. Considerable attention is also directed toward regulation of accounting practices as effected by governmental agencies, such as the Securities and Exchange Commission, and professional bodies, such as the Accounting Principles Board and the Financial Accounting Standards Board. *Prerequisite:* Accounting 253-254.

Messrs. Baird and McClymont

Individualized Study

(See description following Economics 400)

Geography

310 Cultural, Social, and Physical Geography

A regional approach in the study of the various elements that make up the atmosphere, the hydrosphere, and the lithosphere and how the forces of the interrelationships develop the physical environment in first half of course and in the second half a systematic regional study of the superimposed cultural, social, and economic developments and how they evolved in response to the limitations imposed by the existence of varied environments. This course is designed to satisfy the geography requirements for students whose objective is teaching in the public schools.

Mr. Hill

J-10 Geography of North America

A regionalism study of North America with emphasis on physiographic structure of the continent, the climatic regions, the soils, the minerals, the fauna, the flora, and the socio-economic implications. As possible project assignments, students could study the Great Valley of California, the Peace River District, Early Indian Culture of the Mesa Verde, the Athabaska Tar Sands, Agriculture in the State of Washington, and the Big Thompson Project. This course is designed to satisfy the geography requirements for students whose objective is teaching in the public schools. *Prerequisites:* History 131, 132 or Economics 101-102.

Mr. Hill

Individualized Study

(See description following Economics 400)

Education

Associate Professors J. T. Held, Packard (*Chairperson*), and J. Slaybaugh
Adjunct Instructors Hair and King

The purposes of the teacher education programs are to give the student a thorough background in educational philosophy and theoretical concepts of instruction, and to provide an opportunity for student teaching.

The Education Department works cooperatively with all other departments in the preparation of teachers in secondary education, elementary education, music education, and health and physical education. Students interested in pursuing one of these programs will need to study carefully the teacher education programs on pages 39 to 44.

201 Educational Psychology

Extensive investigation of the development of the individual and the development of psychological principles of learning. Pupil Evaluation, and the statistics necessary for analyzing test data are introduced. Repeated in the spring term. Psychology 101 recommended as background.

Messrs. Packard and Slaybaugh

209 Social Foundations of Education—Secondary

A study of the professional aspects of teaching, the relation of schools to society, the organization of state and local school systems, the impact of the national programs on education, including Supreme Court decisions. Secondary programs and serving as a student aide in public school classrooms are studied. Sophomore course for all secondary and music education students. Repeated in the spring term.

Staff

303 Educational Purposes, Methods, and Educational Media: Secondary

The function of schools in a democracy. Emphasis is placed on methods and techniques of the teaching-learning process and classroom management in secondary schools. The underlying principles and techniques involved in the use of teaching materials and sensory aids. Includes a unit on reading. *Prerequisites:* Education 201 and 209. Repeated in the spring term.

Mr. J. T. Held

304 Techniques of Teaching and Curriculum of Secondary Subject

Secondary subjects including biology, chemistry, physics, English, French, Spanish, German, Latin, mathematics, health and physical education, and social studies. This course is taught by a staff member of each department having students in the Education Term. Included is a study of the methods and materials applicable to the teaching of each subject and the appropriate curricular organization. *Prerequisite:* Consent of the major department. Repeated in the fall term.

306 Educational Purposes, Methods, and Instructional Media in Social Studies, Art, and Music

Applying principles of learning and human development to teaching social studies in the elementary school. Included is the correlation of art and music with the teaching of the social sciences. A field-based program with a 30-hour elementary classroom experience and weekly seminars. *Prerequisite:* Education 201.

Staff

309 Social Foundations of Education—Elementary

The study of educational theory and programs, professional and legal aspects of teaching, the historical development of the American education systems, and the relationship of the modern school to society. Elementary teacher education students enroll in this course during the Education Term.

Staff

331 Foundations of Reading Instruction and the Language Arts

An introduction to the theory and problems in reading instruction and language arts. Current trends relating to recognition of these problems and appropriate instructional aids are studied. *Prerequisite:* Education 201.

Mr. Slaybaugh

334 Corrective Reading

A study of the analysis and correction of reading disabilities in the elementary school. Survey of tests and materials including children's literature as an incentive to greater interest in reading are included along with a reading internship in the public schools under the guidance of a reading teacher. Diagnosis and remedial tutoring of elementary school pupils who are having reading problems is provided. Elementary education students enroll for this course during the Education Term. *Prerequisite:* Education 331.

Mr. Slaybaugh

370 Elementary School Science: Purposes, Methods, and Instructional Media

Scientific principles for mastery by the elementary pupil in connection with appropriate experimental procedures; lecture, demonstration classes, instructional media, and field experiences designed to give the prospective teacher a thorough background in elementary school science. *Prerequisite:* Education 201. Offered also in the January Term as Ed. J 37.

Mr. Slaybaugh

411 Internship in Teaching Composition

A teaching internship in a section of English 101. Under the supervision of the instructor in that section, the intern will attend classes, prepare and teach selected classes, counsel students on their written work, and give students' papers a first reading and a preliminary evaluation. All interns will meet regularly with members of the English Department to discuss methods of teaching composition and to analyze the classroom experience. Required of all majors in English planning to enroll in the Secondary Education Program. Students should register for Education 411 in the fall or spring term prior to their Education Term.

English Department Staff

475 Student Teaching—Elementary

Student observation, participation, and teaching in the elementary grades under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. For nine weeks the student will spend the full day in the elementary classroom. This course carries two course credits. *Prerequisites:* Education 201, 306, 331, 370 (J 37) and Mathematics 180 (J 18). Repeated in the spring term.

Staff

477 Student Teaching—Secondary

Student observation, participation, and teaching on the secondary school level under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. A minimum of 90 hours of responsible classroom teaching is recommended. This course carries two course credits. *Prerequisites:* Education 201, 209, and 303. Repeated in the spring term.

Mr. J. T. Held

Basic Concepts of Elementary Mathematics, Mathematics 180, (J18) is listed under the Mathematics Department.

English

Professors E. Baskerville, Clarke, Lindeman,
Pickering, Schmidt, and Stewart (*Chairperson*)
Associate Professors Fredrickson, Locher, and Myers
Assistant Professors Garnett, Goldberg, Hertzbach, Rubel,
and Weissman
Instructor Hair
Adjunct Assistant Professors M. Baskerville, Gable, and
Hogan
Adjunct Instructors Hartzell and Roth

Overview

The courses offered by the Department are designed to train students to express their thoughts clearly and effectively through spoken and written language and to understand, interpret, and assimilate the thoughts and experiences of the great writers of English and American literature. English is excellent preparation for careers in business, teaching, law, publishing, journalism, and government service and for graduate study leading to advanced degrees in English, theatre, the ministry, and library science.

The Department offers a major with a concentration in English and American literature and a major with a concentration in theatre arts and drama. The Department also offers a minor program in each concentration.

The Department believes that a well-balanced program for a major in English and American literature should include (1) knowledge of the literary history of England and America; (2) training in the application of the techniques of literary analysis and the different critical approaches to literature; (3) knowledge of the characteristics and development of the major literary forms or genres; (4) study in depth of the work of one author of significance; (5) some knowledge of the history of the English language and of English as a system.

Requirements and Recommendations

The Major in Literature The requirements for the major in literature are twelve courses in English and American language and literature in addition to the first term of Literary Foundations of Western Culture (IDS 103). All majors in literature are required to take English 151, 152, 153 and IDS 103. In addition, to obtain the desired distribution of courses, majors must elect the specified number of courses from each of the following categories:

- I. English Language (1 course): English 301, 302
- II. English Literary History (2 courses from Group A; 2 courses from Group B):
 - A. English 331, 334, 337, 338
 - B. English 341, 342, 345, 346
- III. American Literary History (1 course): English 318, 319, 320
- IV. Major Authors (1 course): English 362, 365, 366, or

any seminar devoted to a British or American author considered by the Department to be of major importance. January Term courses devoted to major authors may not be used to fulfill this requirement.

- V. Electives (2 courses): English 218, 219, 225, 323, 324, 328, 329, 351, 352

English 101, 110, 201, 203, 205, 206, 305, and courses in speech may not be used to fulfill the Department's major requirements. Courses in theatre arts count only toward the English major with a concentration in theatre arts and drama.

The Minor in Literature The requirements for the minor in literature are six courses. All minors must include English 151, 152, and at least three courses on the three hundred level. Writing courses, with the exception of English 101, and January Term courses which count toward the major may be used to fulfill the Department's minor requirements.

The Major in Theatre Arts and Drama In addition to English 151, 152, and IDS 103, majors with a concentration in theatre arts are required to take Theatre Arts 301 and either 203 or 204. They must also elect the specified number of courses from each of the following categories:

- I. Theatre Arts (2 courses): Theatre Arts 203, 204, 208, 310, 314
- II. Drama (3 courses): English 225, 328, 329, 365, 366
- III. Electives (3 courses): Any of the theatre arts and drama courses listed above and/or any of the following: Theatre Arts 252, J 3, J 95; Speech 220, 303; a course in dance.

The Minor in Theatre Arts and Drama The requirements for the minor in theatre arts and drama are six courses: Theatre Arts 301; Theatre Arts 203 or 204; one course in drama (English 225, 328, 329, 365, 366); one studio course (Theatre Arts 208, 310, 314); two courses in theatre arts and/or drama (Theatre Arts 203 or 204, 208, 310, 314, 252, J 3, J 95; English 225, 328, 329, 365, 366)

Elementary and Secondary Education The major for students enrolled in the elementary education program will consist of ten courses, including English 151, 152, in addition to the first term of Literary Foundations of Western Culture (IDS 103). Working with the chairperson of the English Department, each elementary education student will design a major program, following as closely as possible the Department's distribution requirement. Students planning to teach English in the secondary schools are required to take English 301 and either 365 or 366. Speech 101 is recommended. The Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary English, Education 411, Internship in Teaching Composition.

History 131, 132, 203, 204 and Philosophy 211, 303, 304 are highly recommended for majors. Students planning to do graduate work in English should develop proficiency in Latin, French, or German.

A literature course on the one hundred level is a prerequisite for all upper level literature courses in the Department.

Distribution Requirements

All courses offered by the Department, except English 101, 201, 203, 205, 206, 301, 302, 305 and courses in speech and theatre arts, may be used to fulfill the College distribution requirement in literature. Theatre Arts 203, 204, 252, J 95 and English 205, 206 may be used to fulfill the College distribution requirement in art, music, creative writing, or theatre arts.

Special Programs

English majors may take January Term internships in a variety of fields, such as journalism, law, public relations, publishing, radio and television. Students who wish to apply for internships should secure from their advisers a statement of the Department's policy regarding application deadline, form of proposal, requirements, and grading.

101 English Composition

Aims to develop the students' ability to express themselves in clear, accurate, and thoughtful English prose. Not limited to freshmen. Repeated spring term.

Staff

110 The Interpretation of Literature

An intensive study of the dominant literary types: short story, novel, poem, and drama. The course attempts to stimulate a valid appreciation and judgment of literature through precise critical analysis of selected works truly representative of major literary forms. Fulfills distribution requirement in literature. Open only to freshmen and a limited number of sophomores. Offered fall and spring terms.

Staff

151, 152 Survey of English Literature

A historical survey of English literature from *Beowulf* to Joyce and Yeats in the twentieth century, with some attention to the social, political, and intellectual background. Selected works will be analyzed in class to familiarize students with the techniques of analysis, and students will write several short critical papers each term.

Staff

153 Survey of American Literature

A chronological study of American writing from colonial days to Emily Dickinson. Primary emphasis falls on the Puritans and the American Romantics. Repeated spring term.

Messrs. Fredrickson and Locher

154 Modern American Literature

A survey of American literature from Robinson and James to the present. Major figures will include Frost, Eliot, Williams, Stevens, Dreiser, Fitzgerald, Hemingway, Faulkner and selected contemporary writers.

Staff

201 Advanced Expository Writing

An intensive course in advanced rhetorical techniques, with particular emphasis upon analysis of evidence, selection of appropriate style, and importance of revision.
Ms. Hertzbach and Mr. Pickering

203 Journalism

A general introduction to journalism. Students can expect to spend their time practicing the techniques of writing news copy, feature, sport, and editorial articles; composing headlines; doing make-up; and working at copy reading and rewrite.

Mr. Baskerville

205, 206 The Writing of Fiction, Poetry, and Drama

A workshop in the writing of short stories, verse, and plays, with an analysis of models. Either course may be used to fulfill the distribution requirement in art, music, creative writing, or theatre arts. *Prerequisite:* Permission of the instructor.

Mr. Clarke

218, 219 The English Novel

A study of the form and content of the English novel as the genre developed in the eighteenth and nineteenth centuries. English 218 concentrates upon the eighteenth century and focuses on novels by Richardson, Fielding, Smollett, Sterne, and Austen. Offered 1984-85. English 219 is devoted to the nineteenth century and includes novels by Scott, Dickens, Eliot, Hardy, and others. Offered 1983-84.

Mr. Pickering

225 The Drama of Shakespeare's Contemporaries

A study, after some attention to the beginnings of drama in the Middle Ages, of some of Shakespeare's contemporaries, including Kyd, Marlowe, Jonson, Tourneur, and Webster, among others, to assess their importance in the development of English drama.

Ms. Hertzbach

226 Introduction to Shakespeare

A course that endeavors to communicate an awareness of Shakespeare's evolution as a dramatist and of his importance in the development of Western literature and thought. Designed for students not majoring in English.

Mr. Myers

231 to 260 Studies in Literature

An intensive study of a single writer, group, movement, theme, or period. May be counted toward the major. Fulfills distribution requirement in literature. Open to freshmen.

Staff

301 Introduction to Linguistics

Studies the three best-known analyses of English grammar: traditional, structural, and generative. The theories of grammar and the varying attitudes toward language make students aware that language in itself is an appropriate object of study.

Ms. Hartzell

302 History of the English Language

Provides a historical understanding of the vocabulary, forms, and sounds of the language from the Anglo-Saxon or Old English period to the twentieth century.

Mr. Baskerville

305 The Writing of Poetry and Short Fiction: Advanced

A course open to students who have demonstrated that their skills in the writing of poetry and fiction might be further developed. The goal of each student will be the composition of a group of poems or short stories.

Prerequisite: English 205, 206.

Mr. Clarke

318 American Prose of the Colonial and Romantic Periods

A study of the fiction, essays, journals and autobiography written by major American writers from the early days to 1860. Although Puritan and 18th Century prose will be covered, emphasis will be on the masterworks of the American Romantics: Cooper, Poe, Emerson, Thoreau, Hawthorne, and Melville.

Messrs. Fredrickson and Locher

319 American Realism

A study which concentrates on fiction by major American writers between 1860 and the early Twentieth century.

Twain, Howells, James, and Crane will receive major emphasis.

Messrs. Fredrickson and Locher

320 American Poetry

A study of the development of American Poetry from Anne Bradstreet to William Carlos Williams. Emphasis will be placed on Emerson, Poe, Whitman, and Dickinson.

Messrs. Fredrickson and Locher

323, 324 Twentieth Century Fiction

A study of the form and content of a representative selection of English and American novels and, occasionally, short stories written between 1900 and the present. Some consideration will be given to the social and intellectual context. English 323 is devoted to the fiction of 1900 to 1940 and will concentrate on Conrad, Joyce, Woolf, Lawrence, Hemingway, Faulkner, and others. English 324 is devoted to fiction from 1940 to the present. Writers such as Updike, Nabokov, Bellow, Pynchon, Cary, Fowles, and others will be included.

Messrs. Garnett and Fredrickson

328, 329 Twentieth Century Drama

A study of major dramatists from Ibsen to the present and of dramatic movements such as realism, naturalism, expressionism, as well as Theatre of the Absurd. The first term includes Ibsen, Strindberg, Chekhov, O'Neill, and others; the second term begins after World War II and includes Williams, Miller, Osborne, Pinter, Beckett, Ionesco, Genet, and others. Alternate years. Offered 1984-85.

Mr. Schmidt

331 Mediaeval Literature

Sketches the development of Western literature from the Patristic Age through the Carolingian revival and then concentrates on selected topics and themes explored in the literature of the High Middle Ages. Anglo-Saxon poetry, Arthurian romance, the Tristan and Isolde story, the Grail legend, and Malory represent materials always dealt with.

Mr. Baskerville

334 Renaissance Literature

Selected works of More, Machiavelli, and Castiglione providing a background in basic Renaissance ideas as a prelude to a careful study of works by Marlowe, Sidney, Shakespeare, and Spenser.

Mr. Baskerville

337, 338 The Seventeenth Century

A study of the poetry, prose, drama, and thought of the period extending from the last years of Elizabeth through the early years of the Restoration. The fall term will take up selected poets, with emphasis on Donne and Jonson, as well as several prose writers, with emphasis on Bacon and the "new science." The spring term will begin with poems by Waller, Marvell, Cowley, and Vaughan and then proceed to the works of Milton, with emphasis on his development as a poet and his relation to his age. The spring term will conclude with the reading of selected Restoration plays.

Mr. Lindeman and Ms. Hertzbach

341, 342 Literature of the Restoration and Eighteenth Century

A critical analysis of the prose, poetry, and selected drama written between 1660 and 1798. The student determines what makes the period distinct and identifies those characteristics which show continuity with the past and those tendencies which foreshadow future literary developments. English 341, devoted to the literature from 1660-1740, concentrates upon the work of Dryden, Swift, and Pope. English 342, devoted to the literature from 1740 to 1798, concentrates upon the work of the mid-century poets, Johnson, and Boswell.

Ms. Stewart

345, 346 The Nineteenth Century

A critical analysis of poetry and prose with some attention to the historical and intellectual background. English 345 is devoted to the literature from 1780 to 1830 and focuses on the work of the major Romantic poets: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. English 346 is devoted to the literature from 1830 to 1900 and focuses on the works of Carlyle, Tennyson, Browning, Arnold, Newman, Rossetti, Pater, and on selected fiction.

Mr. Goldberg and Ms. Weissman

351, 352 Twentieth Century Poetry

A study of selected British and American poets of the modern period, with attention given to the explication of individual poems, as well as to the style and method of each poet and to the ways in which each responds to the problems and themes of his or her cultural milieu. The fall term is devoted to major figures who flourished prior to 1939, with emphasis on E. A. Robinson, Robert Frost, Wallace Stevens, Thomas Hardy, Gerard Manley Hopkins, Ezra Pound, W. B. Yeats, T. S. Eliot, and Dylan Thomas. The spring term deals with poets whose reputations have developed since 1939, with emphasis on Richard Wilbur, Theodore Roethke, Robert Bly, and Sylvia Plath.

Messrs. Lindeman and Clarke

362 Chaucer

Examination of a selection of Chaucer's minor poems and of five of his major poems (including "Troilus and Criseyde" and "Canterbury Tales") as the means of assessing the poet's response to literary influences and of tracing the development of his original genius.

Mr. Pickering

365, 366 Shakespeare

A course that seeks to communicate an understanding both of Shakespeare's relation to the received traditions of his time and of his achievement as one of the most important figures in Western literature. Language, characterization, and structure in each of the numerous plays will be carefully analyzed. The fall term will focus upon the early plays through *Hamlet* and *Troilus and Cressida*, the spring term upon the later plays.

Mr. Myers

Individualized Study

An individual tutorial, research project, or internship under the supervision of a member of the staff. A student must submit a written proposal to the Department well in advance of registration. *Prerequisites:* Approval of the Department and of the directing faculty member. Offered each term.

Theatre Arts

Theatre Arts 203, 204 and 252 may be used to fulfill the distribution requirement in art, music, creative writing, or theatre arts.

203, 204 History of the Theatre

A survey of the theatre from the primitive to the present. Emphasis is placed on the relevance of theatre design, production techniques, and acting styles to the plays of their periods, and the relationship between society and the theatre it nurtured. The first term covers Greek, Roman, Medieval, Elizabethan, and Oriental; the second term is devoted to the Italian Renaissance, French, Neoclassical, the Restoration, and the Eighteenth, Nineteenth, and Twentieth centuries. Alternate years. Offered 1983-84.

Mr. Schmidt

208 Fundamentals of Acting

The study of the theory and technique of the art of acting; voice technique for the stage; the use of pantomime, including the study of gesture and movement. Emphasis will be placed on the discipline and control of the body and the voice to best serve the actor. Improvisation will be employed. In addition, students will be expected to perform in scenes for class analysis. Alternate years. Offered 1984-85.

Mr. Schmidt

252 Studies in Film Aesthetics

A study of historically significant films, film theory and criticism, intended to develop an appreciation for film as an art form. Students will keep a journal of critical responses to films, write short critical papers, and will become familiar with writing that has been done about films. Alternate years. Offered 1983-84.

Mr. Fredrickson

301 Play Production

The study of the theatre from book to curtain. All major phases of theatre are analyzed: directing, set design, lighting, makeup, costuming, and management. Students will present a director's study of a one-act play and direct the work for public presentation. The actual construction and painting of the scenery is an integral part of the course. Alternate years. Offered 1984-85.

Mr. Schmidt

310 Directing

The study of the theory and the technique of the art of the director: how a play is selected; play analysis; tryouts and casting; the purpose and technique of blocking, movement and stage business; the director as scenic artist; various methods of staging. Students are required to direct a number of scenes in class and to stage two scenes and a one-act play for public presentation. *Prerequisite:* Theatre Arts 301 and/or permission of the instructor. Alternate years. Offered 1983-84.

Mr. Schmidt

314 Advanced Acting

Further study in the theory and technique of the art of the actor: the analysis and interpretation of a role and the building of a characterization. Roles, both comic and tragic, from Contemporary, Restoration, Elizabethan, Commedia dell'Arte, and Greek theatre will be analyzed and performed. *Prerequisite:* Theatre Arts 208 and/or permission of the instructor. Alternate years. Offered 1983-84.

Mr. Schmidt

Speech

101 Public Address

A study of the basic principles of public address. Emphasis is placed on developing both a theoretical and practical understanding of oral communication, through lecture and reading assignments, as well as through practice in preparing, organizing, delivering, and criticizing speeches in class. Repeated spring term.

Mr. Hair

201 Advanced Public Address

An analysis of public address as an art form and as an important civilizing force in Western society. Students will have the opportunity to apply concepts and strategies they have learned in Speech 101. *Prerequisite:* Speech 101.

Mr. Hair

220 Mass Communication

A survey of the rhetorical foundations of American mass media, examining the psychological, sociological, legal, political, and economic aspects of contemporary mass communication.

Mr. Hair

302 Argumentation and Discussion

An introduction to the theories and practice of argumentation and discussion. The course is designed to help students develop their proficiency in the use of elementary debating techniques and strategies; to teach them how to discover, select, and evaluate evidence and use it in constructing oral arguments; and to enable them to increase their skills in critical thinking and writing by logically analyzing an important contemporary issue.

Mr. Hair

303 Oral Interpretation of Literature

A performance course, stressing the art of oral interpretation, for students interested in improving their oral reading skills. Students will select, analyze, and present poetry, prose, drama, and children's literature.

Mr. Hair

304 Classical Rhetoric

An introduction to the history and various theories of human communication. Students will read and analyze selected classical works of rhetoric. The aim of the course is to discover the significant questions raised by rhetoricians about society and to enable students to ask and answer intelligent questions about their own society.

Mr. Hair

French

Professor Kurth
Associate Professor Lenski
Assistant Professors Beach-Viti, Michelman
(*Chairperson*), A. Tannenbaum, and Viti
Adjunct Instructor Mellerski

Overview

The chief aim of the basic courses offered by the Department is to give the student facility in the use of spoken and written French and some acquaintance with its literature and the culture of the French-speaking world. The oral-aural aspect of modern language teaching is stressed in the language laboratories which complement classroom instruction in the language. All students in the Department, and especially those in the elementary and intermediate phases of language study, are strongly urged to take advantage of the facilities offered by the laboratory in the library. The first years of language study require at least one hour per week in the language laboratory.

On a more advanced level, literature and civilization courses are designed to lead the student to the well-informed appreciation of the literature and cultures of other societies that is one of the hallmarks of a liberal education.

Students specializing in French will find that, in addition to their humanistic value, these studies afford sound preparation for careers in teaching as well as for graduate study. Students will also find knowledge of French to be valuable in the fields of business, social work and government service.

Requirements and Recommendations

Requirements for a major in French include French 301, 302, and six additional courses above the 302 level. Majors must include French 305 and 306 in their major program. Individualized study may be taken only once as part of the minimum requirements for the major. These requirements may be waived in special cases at the discretion of the Department. Majors are encouraged to study in a French-speaking country, although this is not a Departmental requirement.

Some courses for majors are offered in January. However, majors in French may count only one such January Term course toward the major requirements.

Requirements for a minor in French involve a total of six courses. For students who begin in the 101-102, 103-104, or 201-202 sequences, 202 will count toward the minor. In addition, students must choose one course from among 205, 206, and 245; they must take 301-302 and two additional courses, of their choice, above 302. Students who begin above the 202 level, may count one course from among 205, 206, and 245, must take 301-302, and

three additional courses above 302. As with the major, one January Term course and courses taken abroad may be counted toward a minor.

The prerequisite for entry into all courses above the 200 level, with the exception of French 400, is French 202 or its equivalent.

Prior to their first registration at the College, all students receive preregistration materials which give detailed instructions on language placement and fulfilling the distribution requirement in foreign languages. The following courses may be counted toward the distribution requirement in literature: French 205, 206, 305, 306, 320, 321, 322, 324, 325, 327, 328, 331. Some courses to be used toward this requirement are offered in January.

The distribution requirement in foreign languages may be fulfilled by successful completion in French of 201-202, 205, 206 or a course at the 300-level or above. Achievement equivalent to 201-202 may be demonstrated by an Advanced Placement Examination or a Departmental Qualifying Examination given during the initial week of fall term. French 205 or 206 satisfy the foreign language requirement and at the same time count toward the literature requirement. The courses, which are complete as individual units, emphasize intensive reading of complete works in literature for comprehension and analysis of style. Students who choose this alternative should have adequate preparation in reading of significant amount of prose of various literary periods. A student who shows unusual proficiency in 201 may, with the consent of the Department Chairperson, take 206 and thereby fulfill the language requirement and half the literature requirement.

French 310 fulfills distribution requirements in history, philosophy, or religion.

French 331 fulfills the distribution requirement in Non-Western culture.

Special Facilities

Language Laboratory in Musselman Library/Learning Resources Center.

Special Programs

See *Junior Year Abroad*.

101-102 Elementary French

Elements of speaking, reading and writing French. Language laboratory usage is required. Enrollment limited to those who have not studied French previously. A student may not receive credit for both 101 and 103 or for both 102 and 104.

Staff

103-104 Fundamental French

Fundamentals of speaking, reading, and writing French. Language laboratory usage is required. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination. A student may not receive credit for both 101 and 103 or for both 102 and 104.

Staff

201-202 Intermediate French

Practice in oral and written expression and grammar review; readings and discussion of French writings as contact with French culture. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

205, 206 Readings in French Literature

Two objectives of skill in reading French prose for comprehension and reading a significant amount of French literature of literary and cultural merit. Conducted in French, these courses differ from French 201, 202 in that they emphasize reading for comprehension of content. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

245 French Conversation

A conversation course beyond the intermediate level with emphasis on everyday, applied usage of the language for nonliterary purposes. *Prerequisite:* fulfillment of the language requirement. Limited enrollment of twelve students. Does not count toward the major. Does not fulfill language requirement. To be offered annually, fall term.

Staff

301, 302 French Composition and Conversation

Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level.

Staff

303 Phonetics and Diction

Study of modern phonetic theory; practice in transcription, pronunciation, and diction. Laboratory course. Alternate years. Offered 1984-85.

Staff

305, 306 History of French Literature: Middle Ages to 1789; 1789 to Present

A general survey of French literature in two parts; representative readings and discussion of outstanding writers and of main literary currents.

Staff

310 French Civilization

The manifestation of history, art, economics, politics, and sociology in the culture of France. Fulfills distribution requirement in history, philosophy, or religion. Alternate years. Offered 1983-84.

Staff

320 Lyric Poetry

A general view of French lyric from Villon to Saint-John Perse. Intensive study will be given to Baudelaire, The Symbolists, and the Surrealists. *Explication de Texte* will be used extensively. Offered 1983-84.

Staff

321 Seventeenth Century Theatre

French drama, comedy, and tragedy of the classical period. Corneille, Moliere, and Racine. Alternate years. Offered 1983-84.

Staff

322 The Age of Enlightenment

A study of the Age of Enlightenment through reading and discussion of the representative fiction, non-fiction, and theatre. Alternate years. Offered 1983-84.

Staff

324 The Literature of French Romanticism

Reading and discussion of French Romantic literature, with special emphasis on poetry and theatre. An attempt will be made to reach a viable definition of the Romantic movement in general and of French Romanticism in particular. Alternate years. Offered 1984-85.

Staff

325 From Realism to Symbolism

The literary and social aspects of the realist, naturalist, symbolist and decadent movements, with special emphasis on the prose of Flaubert, Maupassant, Zola, and Huysmans. Offered 1983-84.

Staff

327 Contemporary French Theatre

A study of major trends in modern French drama: surrealism, existentialism, the absurd. Alternate years. Offered 1984-85.

Staff

328 Contemporary French Novelists and Their Craft

A study of representative works by major twentieth-century French novelists from Gide and Proust to Butor and Robbe-Grillet. Alternate years. Offered 1983-84.

Staff

331 La Francophonie

A survey of the imaginative literatures of such French-speaking countries and areas as Africa north and south of the Sahara, Canada, Vietnam, the West Indies, Louisiana, and others. Aside from their intrinsic literary worth, the selections will afford a perception of the impact and adaptation of French language and culture among widely diverse populations of the world. Alternate years. Fulfills the distribution requirement in Non-Western culture. Offered 1984-85.

Staff

400 Seminar

An intensive study of a particular aspect of French literature, civilization or culture to be determined by the instructor in consultation with students. Intended for upperclass majors. *Prerequisites:* Permission of the instructor and approval of Department Chairperson. Offered every year.

Staff

Individualized Study

Guided readings or research under the supervision of a member of the staff. *Prerequisites:* Permission of the instructor and approval of the Department Chairperson.

Staff

German

Associate Professor Crowner (*Chairperson*)

Assistant Professors Collier, McCardle, Ritterson, and Rogan

Overview

One of the attributes of a truly liberated individual is acquaintance with the language and culture of at least one foreign nation. The offerings of this department are designed to contribute to the attainment of this goal. Apart from the values accruing from the mental discipline demanded by language learning and the practical utilization of such learning in the areas of research and technology, international trade, diplomacy, teaching, and foreign travel, it is hoped that doors will be opened to an understanding of the German people and an appreciation of their significant contributions to the world's cultural heritage.

Through the use of the foreign language in the classroom and correlative audio-lingual drill in the laboratory, effort is directed toward the development of a reasonable proficiency in speaking and listening comprehension as well as in reading and writing.

Requirements and Recommendations

German 202 or equivalent proficiency is considered prerequisite to all higher-numbered German courses, unless specified otherwise.

Major Requirements. A major in German consists of a minimum of nine courses beyond the level of German 202, including 301, 302, 321, 322, two courses from those numbered 211, 212, 213 and two courses from those numbered 323, 324, 325, 328. Majors preparing to teach German in the secondary school must also take Education 304, Techniques of Teaching and Curriculum of Secondary German (does not count toward German major).

Majors who take a Junior Year Abroad program may count no more than six of those courses toward the major and must take at least two German literature courses in their senior year.

Majors who, by the end of the junior year, have not demonstrated a satisfactory level of competency in the reading, writing, speaking and listening comprehension of German, as determined by the department's staff, will be assigned such additional work as considered necessary and appropriate to the attainment of such competency by the end of the senior year.

Minor Requirements Minor is offered in German. For students beginning at 201 or below, the German minor consists of 201-202, 301, 302 and any two courses above 202. For students beginning at the 301 level, the minor consists of 301, 302 and any four courses above 202.

Distribution Requirements

The following courses may be counted toward the distribution requirement in literature: German 119, 120, 321, 322, 323, 324, 325, 326, 328, and designated January Term courses.

The following courses may be counted toward the distribution requirement in the area of history, philosophy, or religion, German 211, 212, and 213; and, with the consent of the History Department, toward a history major, German 211, 212 and 213.

The distribution requirement in foreign language may be satisfied by completion of German 202 or of any 300-level course.

Special Programs

Each January, students can complete 202 Intermediate German in Germany in a course administered by the Gettysburg College German Department. Qualified students are encouraged to study abroad one or both terms of their junior year. Students can choose from programs administered by American institutions at universities in Munich, Freiburg, Marburg, Heidelberg, Bonn, and elsewhere (see Junior Year Abroad).

German

German Language

101, 102 Elementary German

Essentials of grammar, composition, pronunciation. Course includes oral and written work, graded elementary reading, and use of audio-visual cultural materials and correlative drill in the language laboratory. Prepares for German 201, 202.

Staff

201, 202 Intermediate German

Continuation of the work of German 101, 102. Progressively more difficult reading, in class and outside, is selected to introduce the student to German literature and civilization. Course includes use of audio-visual cultural materials and correlative drill in the language laboratory. *Prerequisite:* German 102 or its equivalent.

Staff

301 Advanced German

Designed for advanced work in the language and intended for students who have successfully completed at least German 202, as well as for qualified incoming students. The plan of study incorporates extensive reading and intensive practice in aural comprehension, oral expression, and directed composition. Conducted mostly in German.

Staff

302 Advanced German

Continuation of exercise in the skills of German 301, but with emphasis given to readings and discussions on problems of German literary studies. Both primary and secondary (unedited) sources will be read. Students will be asked to present oral reports and to write resumes and compositions on the materials read. Conducted in German. *Prerequisite:* German 301 or demonstrated equivalent preparation.

Staff

German Culture Studies

211, 212 Survey of German Culture to 1945

Study of the cultural history of the German people from their beginnings to 1945, including an appreciation of their major contributions to the world's cultural heritage. This course is accepted toward fulfillment of the distribution requirement in the area of history, philosophy, or religion.

Mr. Crowner

213 Survey of German Culture Since 1945

Study of the culture, society, and politics of contemporary Germany, East and West, including a comparison of the social systems and of attempts to deal with the problems of the present and future. Assigned readings include both critical/analytical and literary works. A knowledge of German is not required. This course is accepted toward fulfillment of the distribution requirement in the area of history, philosophy, or religion.

Mr. McCardle

German Literature

119, 120 German Literature in Translation

Critical analysis and appreciation of form and content of representative German literary masterpieces, selected from the literary periods from the Middle Ages to the present, together with an examination of the times and cultural circumstances which produced these works. Does not count toward a major in German. This course is accepted toward fulfillment of the distribution requirement in literature.

Messrs. McCardle and Ritterson

302 Advanced German

See course description under German Language (above).

Staff

321, 322 The Age of Goethe

Study of German literature of the Enlightenment, Storm and Stress, Classicism, and Romanticism, with special emphasis on Lessing, Schiller, and Goethe. Critical reading and analysis of representative works are included. Outside reading and reports.

Staff

323, 324 Post-Romantic to Mid-Twentieth-Century German Literature

Study of German literature from the 1830's to 1945, with particular attention in the fall term to Young Germany. Biedermeier, Regionalism, Realism, and Naturalism; and in the spring term to Impressionism, Expressionism, the New Objectivity, and their successors through the end of World War II. Critical reading and analysis in class of representative works and outside readings and reports are included. Alternate years.

Staff

325 German Literature Since 1945

Study of West and East German literature, including Borchert, Böll, Grass, Dürrenmatt, and Handke. Critical reading and analysis in class of representative works and outside reading and reports are included. Alternate years.

Staff

328 Goethe's Faust

Intensive reading and analysis of the work in class. Lectures and discussions highlight its aesthetic, moral, and ethical values and autobiographical significance, together with an examination of its modern cultural implications. Outside reading and reports.

Staff

400 Senior Seminar

Intensive study of selected aspects of German language, literature, and civilization through reading, discussion, oral and written reports. Topics will be selected with a view to affording students an opportunity to strengthen their knowledge in the areas not covered in their other course work in the department.

Staff

Individualized Study

Guided reading or research under the supervision of a member of the staff. *Prerequisite:* consent of the Department.

Greek—See Classics

Health and Physical Education

Professor Kenney (*Chairperson*)

Associate Professors Biser, Shoemaker, and Wescott

Assistant Professors Donolli and Reider

Adjunct Assistant Professor Hand

Coaches: Albertson (Coordinator of Women's Intercollegiate

Athletics), Bowers, Haas (Director of Intercollegiate

Athletics), K.F. Higgins, K.K. Higgins, Hulton, Hummel,

Kennedy, Lehr, Miller, Streeter, and Zelenz.

Overview

The Department of Health and Physical Education is in harmony with the purposes of our liberal arts institution and our philosophy is a holistic one. We believe in the Greek ideal of "A sound mind in a sound body." The College stresses the individual need for total fitness for all students through our required courses. Our majors' courses offer those students with a particular interest in physical education a rewarding, well rounded, educational and life experience.

A major in Health and Physical Education is an excellent preparation for specific areas such as state-approved teaching certification in Health and Physical Education (K-12), certification in athletic training, and allied health careers. With proper course selection, students can qualify for post graduate work in allied therapy fields such as physical, occupational, and play therapy.

Requirements and Recommendations

All H.P.E. majors must satisfy all of the College distribution requirements. Psych. 101 and Soc. 101 are the preferred social science courses. Biology is required as the laboratory science. Plants and Animals (Bio. 111-112) is preferred by General Biology (101-102) is acceptable. *HPE Courses* required of all students registered in the Department:

HPE 112- Foundations of Health, Physical Education, and Recreation

211- Personal and Community Health

217- Anatomy and Physiology

218- Kinesiology and Applied Physiology

309- Physiological Responses to Endurance Training

314- Medical Aspects of Sports

320- Adapted Physical Education and Health Inspection

325- Administration of Health, Physical Education, and Recreation

332- Measurement and Evaluation in Health and Physical Education

400- Senior Professional Seminar

*449- Introduction to Research

Skills - (2 years) HPE 101-102, 201-202

*HPE 449 - Introduction to Research: *Not* required for students in teacher certification program.

Teacher Certification: For the student in the teacher

certification program (K-12) elementary and secondary teacher education, the following courses must be scheduled:

HPE 301, 302 Major Skills

ED 201 - Educational Psychology

209 - Social Foundations of Education

303 - Educational Purposes, Methods, and Educational Media

304 - Techniques of Teaching and Curriculum of HPE

477 - Student Teaching - Secondary, Two Courses.

HPE majors who are considering graduate work in allied health careers (physical therapy, occupational therapy, athletic training, etc.) must take introductory Physics 103, 104 or Physics 111, 112; and Chemistry 101, 102 or Chemistry 111, 112 which are required for admission to graduate and professional schools.

Faculty advisers are available to help in counseling, but students have the sole responsibility for meeting all major requirements. It is important to declare the HPE major early in the four year curriculum, as failure to do so often means an additional term or two to complete the program.

There is an additional learning experience that our department requires. Each student must participate in our intercollegiate program on one of the following levels: player, student trainer, student manager, or as a student coach. (The latter would be only for a very select, highly qualified athlete.) The above participation must be accomplished once each year for the four year program.

Distribution Requirements

For non-majors in health and physical education, three quarter courses in health and physical education are required for a Bachelor of Arts degree. These are normally taken during the fall and spring terms of the freshman and sophomore years in addition to the general 4-1-4 course requirement. One term of study yielding one quarter course credit is required one of each of the three following groups:

Group I HEALTH

HPE 105 Health Science (or Health Credit through proficiency testing)

Health and Physical Education

Group II	FITNESS
HPE 131	Body Conditioning
133	Weight Training
120	Endurance Swim
128	Swimnastics
132	Rappelling
134	Field Hockey
136	Team Handball
138	Track and Field
140	Jogging
142	Cardio Fitness
144	Beginner's Judo
146	Advanced Judo
148	Self-defense
150	Soccer
152	Beginner's Basketball
154	Advanced Basketball
156	Speedball
158	Indoor Lacrosse
184	Jazz It

Group III	RECREATIONAL SKILLS
HPE 113	Beginner's Swim
117	Advanced Lifesaving
119	Water Safety Instructor
161	Contracts (Individualized Program)
163	Beginner's Horsemanship**
165	Advanced Horsemanship**
171	Outdoor Recreation Skills**
193	Beginner's Modern Dance
195	Advanced Modern Dance
199	Activities for Children
160	Beginner's Golf
162	Advanced Golf
164	Riflery**
168	Beginner's Tennis
170	Advanced Tennis
172	Beginner's Volleyball
174	Advanced Volleyball
176	Badminton
178	Archery
180	Fencing
182	Bowling**
186	Softball

Two proficiency tests are offered freshmen and transfer students who are not majoring in health and physical education—a health knowledge test and a swimming test. If the health test is passed, the student can elect to take Health Credit or substitute a term of study in any other group. If not passed, HPE 105 must be taken. If the swimming test is passed, the student must substitute a term of study in any group. If not passed, HPE 113 must be taken.

**Requires extra fee

In Groups II, III, and IV the student has the option of selecting one odd-numbered course which extends for a full term or two even-numbered courses which taken sequentially during the same term are equivalent to a full term. The four group requirements may be taken in any order.

Students who are unable to participate in the regular programs enroll in HPE 106, Adapted Physical Education, which can be substituted for courses in any group except HPE 105, Health Science, in Group I.

There is no additional charge for the quarter courses in the required program in Health and Physical Education to a maximum of four course registrations, or, for HPE majors, for the required quarter courses in the junior and senior years. Quarter courses beyond these limits will cost a student \$160 per quarter course.

101, 102, 201, 202, 301, 302 Major Skills

Skill development and methods and techniques of class organization and instruction for the following physical education activities: lacrosse, field hockey, wrestling, modern dance, swimming, gymnastics I, folk-square-social dance, baseball, softball, tennis, badminton, elementary teaching, gymnastics II, golf, archery, football, soccer, speedball, elementary-junior high-senior high games and recreational activities, basketball, volleyball, track and field, self-defense, and conditioning activities. This course is for health and physical education major students.

¼ course each
Staff

112 Foundations of Health, Physical Education, and Recreation

Serves as an introduction to the profession. It is concerned with history, philosophy, principles, and scientific foundations. The present status, organization, and goals in the professional areas also receive attention.

Mr. Lehr

211 Personal and Community Health

A critical look at the relevant health issues of this decade. Careful inspection of data concerning drugs, human sexuality, marriage and family living, old age, pollution, etc. is included along with the examination of the relationship of personal health problems to the community at large.

Mr. Wescott

217 Anatomy and Physiology

A theoretical and practical study of human structure and function. Analysis of the effects of health and physical education activities on the body is provided. *Prerequisites:* Biology 101 and 102 or 111 and 112.

Mr. Biser

218 Kinesiology and Applied Physiology

Study of voluntary skeletal muscles, not only in regard to their origins, insertions, actions, and interrelationships with the body systems, but also with particular emphasis on the essentials of wholesome body mechanics.

Prerequisite: HPE 317.

Mr. Donolli

309 Physiological Responses to Endurance Training

Serves to acquaint the student with the physiological mechanisms that are involved in circuit, interval, and aerobic type endurance training. The physiology of cardio-respiratory and muscular responses will be covered. The students will be involved in practical application of the training methods studied. A pre-exercise and post-exercise test of significant endurance responses will be administered to each student.

Mr. Donolli

314 Medical Aspects of Sports

Prepares the prospective coach for the prevention and care of injuries. Course includes instruction about protective equipment, safety procedures, and facilities, as well as preparation of the athlete for competition, emergency procedures, post-injury care, and medical research related to training and athletics. Material in the official Red Cross Standard and Advanced First Aid courses will be given and certificates can be earned. Practical work covered includes massage, taping, bandaging, and the application of therapeutic techniques.

Prerequisites: HPE 217 and HPE 218 or Permission of Instructor.

Mr. Biser

320 Adapted Physical Education and Health Inspection

Provides instruction and experience in the health inspection and observation of the school environment and of school children. Specific abnormalities of children are studied, and exercises are adapted to individuals to allow more complete personality development through activity.

Prerequisites: HPE 217 and HPE 218.

Messrs. Kennedy and Wescott

325 Administration of Health, Physical Education, and Recreation

Administrative and legal problems, personnel relations, social interpretations, budgets and finance, and plant and office management.

Mr. Shoemaker

332 Measurement and Evaluation in Health and Physical Education

A study of the tests and evaluative procedures having practical use in health and physical education classes as well as in research. The function and use of statistical concepts and the principles of test construction are analyzed.

Mr. Biser

340 Psychological and Philosophical Aspects of Coaching

Analysis of psychology and philosophy in their relationships to coaching athletics. An introduction is provided to the basic principles of psychology and philosophy, including the study of motivation, emotions, personalities, perception, communication, ethics, etc., and the use of these principles in coaching methods to solve coaching problems.

Mr. Reider

400 Senior Professional Seminar

Designed to relate and synthesize the various concepts, interpretations, and understandings of modern health, physical education, and recreation. This course offers the student the opportunity to work at an advanced level of extensive reading in the many faceted areas of the profession.

Ms. Kenney

449 Introduction to Research

Study of the various methodological approaches used in research. The course provides practice in designing research tools and in research writing and is helpful for those planning to continue with graduate study. Offered either term. *Prerequisite:* H.P.E. 332 or Permission of Instructor.

Ms. Kenney

History

Professors Crapster (*Chairperson*) and Glatfelter
Associate Professors Bugbee, Fick, Forness, and Stemen
Assistant Professor Boritt
Adjunct Associate Professor Birnbaum
Adjunct Instructor Holder

Overview

The Department aims to acquaint the student with the concept of history as an organized body of knowledge which is "the memory of things said and done." Mastery within this broad field provides an appreciation of history as literature, an understanding of our heritage, and a standard by which one may thoughtfully evaluate our own time. Through classroom lectures and discussions, an introduction to research, and seminars, the Department encourages the student to develop as a liberally educated person. Courses which the Department offers help prepare students for graduate study and for careers in teaching, law, the ministry, public service, business, and other fields.

Requirements and Recommendations

Requirements for a major are nine courses, including History 300 (in the sophomore year) and one of the senior research seminars. All majors must pass at least four additional 300-level courses chosen from at least two of three groups—American, European, or Asian history. Senior research seminars—number 401 to 410—are normally restricted to history majors, for whom one is required. A selection from the list of seminars is offered each year. They provide students with an opportunity to work in small groups with a member of the staff in the study of a selected topic. Typically participants are expected to engage in reading, discussion, oral reports, and writing formal papers based on individual research.

The minor in history consists of six history courses, of which no more than two may be at the 100 level and at least two must be at the 300 level. One course may be from the list of courses from other departments listed below that count toward the major. Only January Term courses that count toward the major may be included in the minor. No courses taken S/U may be included.

Distribution Requirements

All courses in the fall and spring terms, except History 300, are acceptable toward fulfilling the distribution requirement in history, philosophy, or religion. The following courses are also acceptable toward that requirement, and one of them may be counted toward the major, but not toward the 300-level requirement: German 211, 212, 213 (Survey of German Culture), Greek 251 (Greek History), Latin 251 (Roman History), and Spanish 312 (Latin America).

The following courses meet the distribution requirement in Non-Western culture: 221, 222, 224, 251, 254, 321.

101, 102 History of Europe

Survey of the major political, economic, social, and intellectual developments in Europe from the 5th century to the present. The first course goes from the Germanic invasions of Rome to 1715; the second extends from 1715 to the present.

Mr. Fick

131, 132 History of the United States

With the dividing point at 1877, a general survey of the historical development of the American nation from the age of discovery to the present. Open to freshmen only.

Staff

203, 204 History of England

Surveys English history from the Anglo-Saxon invasions to the present, emphasizing institutional, social, and cultural developments. Some attention is given to Ireland, Scotland, and the overseas empire. The dividing point between the two courses is 1714.

Messrs. Crapster and Fick

221, 222 History of East Asia

A survey of East Asian civilizations to approximately 1800 in 221 and of East Asian political, social, and intellectual developments since the Western invasions of the nineteenth century in 222.

Mr. Stemen

223 United States Relations with East Asia

Study of the diplomatic, military, and cultural relations of the United States with China, Japan, Korea, and Vietnam, from the late eighteenth century to the present. Such subjects as trade, missions, wars, intellectual and artistic influence, and immigration will be covered.

Mr. Stemen

224 Chinese Thought and Culture

An intellectual history of China from the beginning to the eighteenth century. Readings are drawn from philosophy, history, religion, poetry, and fiction, and are studied in the context of the intellectual and artistic culture of the times.

Mr. Stemen

IDS 227, 228 Civilization of India

Course description included under Interdepartmental Studies.

Ms. Gemmill

223 Mission, Destiny, and Dream in American History

An introduction to American history from the seventeenth century to the present by focusing upon the intertwining themes of the American people's belief in their unique mission and destiny in the world and their dream of creating a just and prosperous society. Students will probe the varying manifestations of these themes through major events and movements in American social, economic, and cultural life and in politics and diplomacy.

Mr. Forness

235 American Economic History

Examines the economic development of the United States from the colonial period to the 1960's. Among the topics covered are the westward movement, development of transportation networks, growth of monetary markets and investments, industrialization, and the role of government in the economy. Not offered every year. *Prerequisite:* Economics 101-102.

Ms. Fender

236 Urbanism in American History

An introduction to American history from the perspective of urbanism. Beginning with the colonial town and continuing to the megalopolis of the mid-twentieth century, students will investigate the nature of urban life and its influence upon the course of American development.

Mr. Forness

237 War and American Society

Considers America's wars from the Revolution to Vietnam and the opposition to war they have evoked.

Mr. Boritt

251 History of the Ancient Near East

Survey of the history of the Near East to 622 A.D., concentrating particularly on the major civilizations of Egypt and the Fertile Crescent, i.e., Sumer, Babylonia, and Assyria, as well as those of Crete, the Hittites, Persia, and the Indus Valley. Secondary attention will be given to ancient Near Eastern art and architecture, religion, and literature (in translation).

Mr. Bugbee

254 History of the Middle East under Arab Influence

Commencing with the career of Mohammed, deals with the history of the Middle East, North Africa, Spain and, to some extent, India under the impact of Islam. Emphasis will be placed upon the Arab Conquest and the early, formative centuries of Islamic civilization, as well as upon developments—especially under the influence of the West—since 1798. Secondary attention will be given to Islamic art and architecture, religion, literature, and philosophy.

Mr. Bugbee

300 Historical Method

A course designed for history majors which introduces the student to the techniques of historical investigation, deals with the nature of history, and examines the relation of history to other fields of study. It also surveys the history of historical writing. *Prerequisites:* Two courses in history.

Mr. Glatfelter

311, 312 Medieval Europe

A survey period from the breakdown of Roman institutions in the West to about 1050, with special emphasis on the role of the Church, the Carolingian age, the Viking invasions, the establishment of the German Empire, and the beginnings of the struggle between Empire and Papacy in 311. History 312 deals with the central theme of the rise of a distinct Medieval civilization and the emergence of the Western monarchies. Not offered every year.

Mr. Fick

313 Renaissance and Reformation

Beginning about 1300, treats the gradual decline of Medieval civilization, the major theme being the transition from "Medieval" to "Modern". It ends about the middle of the sixteenth century with the establishment of Protestantism and the strong movement of reform within the Roman Church. Not offered every year.

Mr. Fick

314 Age of Absolutism

Beginning with the sixteenth century wars of religion, continues with a study of the Habsburgs' failure to dominate Europe, the Thirty Years' War, the emergence of France to predominance, the development of the absolute state and "enlightened despotism," the rise of new powers by 1700, and economic, cultural, and social developments. Not offered every year.

Mr. Fick

315 Age of the French Revolution

Following a general survey of political, economic, social, and intellectual currents in Europe on the eve of the French Revolution considers developments in France and the rest of Europe between 1789 and 1815. Not offered every year.

Mr. Crapster

317 Europe 1848-1914: Nationalism, Industrialization, and Democracy

After a survey of European developments of 1815-48, studies the Revolutions of 1848, industrialization and urbanization, the unification of Germany and Italy, state-building and the development of democratic institutions, dissident movements, and international affairs leading to the First World War. Not offered every year.

Mr. Fick

318 Europe and Two World Wars

Studies selected aspects of European history from the outbreak of the First World War in 1914 to the end of the Second World War in 1945.

Mr. Crapster

319 Europe Since 1945

Perspectives on Europe since 1945: reconstruction, nationalism, European integration, the American presence, the Cold War, the role of the state, with consideration of the reflection of these in culture and society.

Mr. Crapster

321 Modern China

A study of Chinese history since the Opium War of the nineteenth century, with emphasis on the Nationalist and Communist revolutions. Not offered every year.

Mr. Stemen

331 American Constitutional History

After a brief look at European backgrounds and the political thought and practice of Britain's North American colonists, considers the development of American constitutional theory and institutions as revealed by legislation, executive policy, and judicial decisions on federal and state levels.

Mr. Forness

332 American Diplomatic History

The foreign relations of the United States since the American Revolution, with emphasis on the twentieth century.

Mr. Stemen

335, 336 American Social and Cultural History

Traces America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture. Beginning with the American Revolution, History 335 covers the period to the Civil War. History 336 continues from that period to the present. Not offered every year.

Mr. Forness

341 Colonial America

Commencing with the European background and the Age of Exploration, before considering the settlement of North America, stresses political and constitutional developments to 1763, with attention to European rivalries, mercantilism, and attempts to achieve intercolonial unity. Colonial art, architecture and the American Indian are also discussed.

Mr. Bugbee

342 Age of the American Revolution

Begins with a review of colonial beginnings, followed by the French and Indian War, which set the stage for the disruption of the old British Empire. It traces the road to revolution and independence, the war itself, the Confederation experiment, and the impetus which led to the Federal Constitution of 1787. Political and constitutional developments are emphasized.

Mr. Bugbee

343 Jeffersonian-Jacksonian Era

Covering the period from the 1790's to the Mexican War, treats the development of American national life and sectional interests under such influences as Jefferson's agrarian republicanism and the new democratic movements of the Jacksonian period. Not offered every year.

Mr. Forness

345 Civil War

The trauma of America from the end of the Mexican War to Appomattox, moral judgments in history, political culture, economic interests, diplomacy, and war are at the focus of this course. Credit may not be received for both History 345 and History 351.

Mr. Boritt

346 Post-Civil War America

The study of an America attempting to reconstruct itself, from 1865 to the 1890's. The focus is on the short and long range effects of the Civil War.

Mr. Boritt

348 Early Twentieth Century America

Deals primarily with the major political, economic, and social developments in the United States from about 1900 to 1945. Some attention is given to the role of the United States in the world during this period.

Mr. Glatfelter

349 The United States Since 1945

Deals with the major political, economic, and social developments in the United States since 1945, and with the demands made upon the United States as a leading world power.

Mr. Glatfelter

Senior Research Seminars:**401 England in the 1880's**

Mr. Crapster

402 Tudor England

Mr. Fick

403 The Negro in Modern Urban America

Mr. Forness

404 Founders of the United States

Mr. Bugbee

405 The U.S. in the 1890's

Mr. Glatfelter

406 Historical Development of the American Presidency**407 Diplomacy of the Truman Administration**

Mr. Stemen

409 European Diplomacy in the Age of the Baroque

Mr. Fick

410 Abraham Lincoln

Mr. Boritt

Individualized Study

An individual tutorial, research project, or internship requiring the permission of an instructor who will supervise the project. The instructor can supply a copy of the statement of departmental policy regarding grading and major credit for different types of projects. Either term.

Staff

Interdepartmental Studies

Professor Pickering (*Chairperson*)

Adjunct Assistant Professors M. Baskerville and
J. Gemmill

Adjunct Instructor L. Lindeman

Lecturers Jones and Nordvall

The Committee on Interdepartmental Studies offers courses and coordinates specialized interdepartmental programs. The Committee bears responsibility for identifying and encouraging interest in Interdepartmental Studies courses and programs, such as Asian Studies, American Studies, and Medieval and Renaissance Studies. (See pages 97-98)

Among the opportunities for Interdepartmental Studies is the Special Major: a student, with the consent of two supervising faculty members from different departments, may design a coherent program of at least eight courses focusing on a particular issue or area not adequately included within a single department. It may be based on any grouping of courses drawn from any part of the curriculum so long as the proposed major is coherent, serves a carefully defined purpose, and includes at least six advanced courses. The Committee on Interdepartmental Studies has final responsibility for approving Special Majors. (See page 30)

By nature of their objectives and content, Interdepartmental Studies courses cross the lines of departments and specialized disciplines. For example, some of these courses attempt to provide the common body of knowledge traditionally associated with a liberal education; others attempt to integrate the understanding of different kinds of subject matter; and still others combine methodologies from diverse departments and disciplines.

101, 102 Ideas and Institutions of Western Man

Introduces the student to an interdisciplinary study of the problems of contemporary Western civilization through the study of documents illustrating the ideas and institutions of Western man since the Medieval period, with some attention to the Classic-Judaic beginnings. Students study characteristic ideas and institutions affecting economic, political, and religious developments from the Middle Ages and Renaissance through the twentieth century. Fulfills distribution requirement in history, philosophy, or religion.

Staff

103, 104 Literary Foundations of Western Culture

A study of selected major literary achievements of Western culture regarded as philosophical, historical, and aesthetic documents including authors ranging from Homer and Plato through St. Augustine and Dante to Shakespeare, Milton, and Goethe. By means of reading and discussing complete works of literature the student is introduced to those humanistic skills that have traditionally distinguished the liberally educated person. Fulfills distribution requirement in literature.

Staff

111, 112 Ideas and Events Behind the Arts

An introductory study of the visual arts from prehistoric times to the twentieth century. An attempt will be made to investigate change in the arts as social, political, and even natural events have stimulated response in the style and function of painting, sculpture, and architecture. While an understanding of the contextual role of art is considered important, there will also be emphasis upon an understanding of the individual work of art in terms of aesthetic analysis of form and content. Fulfills distribution requirement in art, music, creative writing, or theatre arts.

Ms. Small

206 Byzantine Civilization

An introduction to the civilization which radiated from Constantinople, the capital of the Roman Empire from 330-1453 and a major link between eastern and western civilizations for 1,000 years. Its legacies include Roman Law, a controlled economy, the icon, church councils, military science, the bureaucracy, and classical learning. A movie, slides, and a field trip enhance class discussions and lectures. Fulfills a distribution requirement in history, philosophy, or religion. Can be counted toward a religion major.

Mr. Trone

211 Perspectives on Death and Dying

A study of death and dying from a variety of perspectives: psychological, medical, economic, legal, and theological. Dignity in dying, what happens after death, euthanasia, body disposal, and other such problems are examined. Fulfills distribution requirement in history, philosophy, or religion. May be counted toward a religion major.

Mr. Moore

213 Woman in the Ancient World

An investigation of the role/s of woman as reflected in the myths, legends, epics, law codes, customs, and historical records of the Sumerians, Babylonians, Egyptians, Hebrews, Greeks, and Romans. The relevance of some of this for contemporary roles and problems is also examined.

Mr. Moore

227, 228 Civilization of India

First course: cultural developments from Indus Valley Civilization to coming of Muslims, with emphasis on Buddhism, evolution of Hinduism, and their representation in art and literature; second course: historical factors underlying Hindu-Muslim antagonism as well as contemporary political and economic problems. Fulfills distribution requirement in history, philosophy, or religion and the distribution requirement in Non-Western culture. Alternate years. Offered 1982-83.

Ms. Gemmill

235 Introduction to African Literature

A survey in English of modern sub-Saharan African literature. After an introductory section on background and the oral tradition, the course will treat the primary themes of this writing, many of which bear the stamp of the colonial experience and its aftermath. Representative novels, plays, and poetry will be read and discussed for their artistic value and cultural insights. Short papers, mid-term and final examinations are required. Fulfills distribution requirement in literature and the distribution requirement in Non-Western culture. Alternate years. Offered 1982-83.

Mr. Michelman

237, 238 Literature of India

Study of major Indian literary works in transition. First course: Vedic hymns, major epics, Sanskrit drama, Gupta love poetry and political fables. Second course: Tamil epic and lyrics, devotional poetry, Islamic literature, the modern novel. Complete works read from the standpoint of religion, history, and aesthetics, using criticism from Western and Indian sources. Fulfills distribution requirements in literature or in Non-Western culture. Alternate years. Offered 1983-84.

Ms. Gemmill

240 Energy Production and Use

Presents physical laws and concepts related to energy production and use. Both renewable and non renewable energy sources are studied. Topics include fossil fuels, nuclear power, solar energy, and other alternative energy technologies. Emphasis is also placed on the environmental and economic implications of energy use.

Mr. Cowan

244 Introduction to American Folklore

An introduction to folkloric theory and method, followed by a survey of the various types of folklore in America: myths, tales, ballads, music, art, games, et cetera. The course evolves through lectures, discussion of readings, and student reports, culminating in each student investigating in some depth one aspect of American folklore. Alternate years. Offered 1982-83.

Mr. Locher

246 American Humor

A tracing of the American comic spirit from its purely literary and imported beginnings to its multi-media manifestations today, attempting to isolate its distinctively American characteristics. Its ties to society and politics will be stressed. In addition to reading and discussing assigned texts, each student will be asked to research, analyze, and report on one American creator of humor. Alternate years.

Mr. Locher

250 Criminal Justice

Overview of the criminal justice system in the United States and role in that system of features such as police, attorneys, trials, and prisons. Major United States Supreme Court cases are read to illustrate the nature of legal reasoning and criminal justice problems. Not offered every year.

Mr. Nordvall

301, 302 Literature of Modern Western Culture

Continues the study of major literary documents into the nineteenth and twentieth centuries. Novels, dramas, and short stories are discussed as artistic structures and are seen in their relationship to modern culture. Representative writers include the French and Russian realists, James, Joyce, Kafka, Mann, Camus, Albee, and Dickey. Fulfills distribution requirement in literature.

Messrs. Lindeman and Loose

312 Theology and Literature

Critical reading of representative theological writings and novels of the Modern Period to bring into focus dominant religious ideas influencing Western culture since 1800. Theologians and novelists include Kierkegaard, Dostoyevsky, R. Niebuhr, Conrad, Faulkner, Tillich, Camus, Wieman, West, and Hemingway. Fulfills distribution requirements in literature or in history, philosophy, or religion; may count toward religion major.

Mr. Loose

320 Human Sexual Behavior

Discussion of biosexual, sociosexual, and psychosexual development in a cultural-behavioral setting. Resources from a variety of disciplines will be discussed as they relate to the present day social-sexual milieu. Seminar format. In-depth research investigation required.

Mr. Jones

322 Romanesque to Gothic

A sampling of achievements in several categories of the arts and in such other areas as philosophy and science selected from the twelfth and fourteenth centuries. The participants in the course will look at representative works in order to investigate the Middle Ages as times of change and development as well as a time of strong continuity.

Mr. Pickering

401 Senior Scholars' Seminar: The Future of Man

Seminar for selected senior students addressing an important contemporary issue affecting the future of man. The approach to this issue is multi-disciplinary.

Authorities of national stature are invited to serve as resource persons, and a final report is published by the seminar participants. The seminar carries credit for two courses and must be taken in the fall and January terms. Interested students should consult page 37 of this catalogue for admission criteria.

451 Individualized Study: Tutorial in Interdepartmental Studies

461 Individualized Study: Research in Interdepartmental Studies

Special Interdepartmental Programs

Asian Studies

Gettysburg College offers a number of courses for students wishing a sound introduction to Asian culture as part of the liberal arts curriculum. Each Asian Studies course fulfills some distribution requirement. These courses are presented by members of various departments, persons with interests and competence in Asian Studies. A student may construct a Special Major with concentration in Asian Studies. Students wishing to prepare for advanced work in Asian Studies will be interested in the following course combinations supplemented by off-campus Language and Area Study programs to which the College has access:

1. An introduction to South Asia including Civilization of India and religions of South Asia.
2. An introduction to East Asia including History of East Asia and such courses as Religions of East Asia and West Asia and Modern China.
3. The Consortium exchange program by which students may take selected courses dealing with East Asia or South Asia at Dickinson or Franklin & Marshall Colleges.
4. Any two-term sequence of courses in Asian Studies taken at Gettysburg followed by an intensive senior year of work in an Asian language and area courses at the University of Pennsylvania.
5. An arrangement whereby students may study in India for academic credit through programs offered by Associated Colleges of the Midwest and the University of Wisconsin (summer plus a full year) or the School for International Studies and the University of Virginia (one semester). Interested students should consult Dr. Janet Gemmill, Adjunct Assistant Professor of Interdepartmental Studies, for further information.

Asian Studies Courses

IDS 227, 228 Civilization of India

IDS 237, 238 Literature of India

History 221, 222 History of East Asia

History 223 United States Relations with East Asia

History 321 Modern China

Religion 241 The Religions of South Asia

Religion 242 The Religions of East Asia and West Asia

American Studies

Gettysburg College offers a variety of courses analyzing American life and thought, thereby providing students with many opportunities for creating Special Majors in American Studies. Such majors may emphasize behavioral analyses, historical perspectives, literary and artistic dimensions, or coherent combinations of such approaches as they are reflected in courses from several departments. For example, Special Majors could be designed in the areas of early American culture, modern American social stratification, ethnicity, and politics in twentieth-century America, or the religious and economic values of the American people. Students should seek assistance in planning an American Studies Special Major from faculty members who teach courses in these areas or from the Committee on Interdepartmental Studies.

Course offerings suitable for Special Majors in American Studies are found under many departmental listings. In addition to courses described in this catalogue, the January Term catalogue lists many courses offered by a variety of departments or as interdepartmental courses. Such courses may also be applicable to special interdepartmental programs.

Medieval and Renaissance Studies

Through the curricular offerings of eight academic departments and the Interdepartmental Studies Program, the College makes available a wide range of courses that deal with the civilization and culture of the Medieval and Renaissance eras. Those eras laid the foundations for many modern ideas and values in the fields of literature, history, religion, political theory, music, art, science, technology, commerce, mathematics, and law. For many students concerned with a more realistic understanding of the rich heritage derived from the Medieval and Renaissance world, the vitality and creative energy of those eras hold a special fascination and add new dimensions for comprehending contemporary issues.

Faculty members teaching courses in these areas are organized as the Council on Medieval and Renaissance Studies in order to facilitate scholarship and course development, to provide a forum for the discussion and promotion of ideas and common interests, to encourage Special Majors, and to sponsor visits by students and faculty to museums and cultural centers in New York, Philadelphia, Baltimore, and Washington. The Council has also been active in sponsoring distinguished visiting

lecturers and performances of medieval music and drama. Special majors in this area might deal with the medieval church and the arts, medieval literature and philosophy, or the ideological and institutional revolutions of the Renaissance. Students should seek assistance in planning such Special Majors through the Council on Medieval and Renaissance Studies, Professor George H. Fick, History Department, Director.

Medieval and Renaissance Studies Courses

Art 111 Ideas and Events Behind the Arts

Art 203 Italian Painting, 1300-1600

Art 205 Northern European Painting, 1400-1700

Art 215 History of Architecture and Sculpture in 1750

Classics: Latin 306 St. Augustine

English 302 History of the English Language

English 331 Mediaeval Literature

English 334 Renaissance Literature

English 362 Chaucer

English 365, 366 Shakespeare

English Theatre Arts 203 History of the Theatre

History 203 History of England

History 311, 312 Medieval Europe

History 313 Renaissance and Reformation

IDS 101 Ideas and Institutions of Western Man

IDS 103, 104 Literary Foundations of Western Culture

IDS 206 Byzantine Civilization

Music 312 History of Medieval, Renaissance, and Baroque Music

Philosophy 203 Classical Greek and Roman Philosophy

Philosophy 204 Philosophy: Medieval and Early Modern

Religion 121 Church History: To the Eighth Century

Religion 122 History of the Medieval Church

Spanish 305 History of Spanish Literature: Origins to 1700

Peace, War, and World Order Studies

Gettysburg College offers a concentration of courses in Peace, War, and World Order Studies through the course offerings of several departments. A special major in Peace and World Order Studies would emphasize such areas of study as global interdependence, historical perspectives on peace and war, ethical issues of war and peace, the dynamics of global problems such as hunger, poverty, and human rights abuse, mechanisms for

resolving global problems peacefully, and systems of international law and organization.

Students who elect this special major would enroll in their senior year in IDS 461, Individualized Research, in order to synthesize the work of the other courses in their special major and to pursue a research interest such as Conflict Resolution, Global Ecology, the Psychology or Sociology of War, or World Organizations. Interested students should contact any member of the Committee on Interdepartmental Studies.

Peace, War, and World Order Studies Courses

Political Science	103	Global Politics
	245	World Order
	263	The Politics of Developing Areas
	341	International Political Economy
	344	U. S. Defense Policy
Economics	324	Comparative Economic Systems
	336	International Economics
	338	Economic Development
History	237	War and American Society
	318	Europe and Two World Wars
	319	Europe Since 1945
Classics	121	Greek Civilization
Philosophy	105	Contemporary Moral Problems
Psychology	221	Basic Dynamics of Personality
	225	Developmental Psychology
Sociology and Anthropology	203	Population
	220	World Culture
	221	World Urbanization

Latin—See Classics

Mathematics

Professors Fryling and Holder (*Chairperson*)
Associate Professors Flesner, Kellett, and Leinbach
Instructor Magness
Adjunct Professor Stright
Adjunct Instructor Niiro

Overview

A knowledge of mathematics is an essential part of what is meant by a liberally educated person. Mathematics is both an art and a science. It possesses an inherent beauty and exhibits a precision and purity of expression not found to the same degree in any other discipline. Beyond its intrinsic value, mathematics is indispensable in the physical sciences and is occupying a position of increasing importance in the social sciences as well. This applied aspect of mathematics has been dramatically enhanced with the advent and rapid development of the high speed electronic digital computer. It is important that mathematics majors as well as other students who will apply mathematics learn how to use this powerful problem solving tool.

The mathematics curriculum provides a foundation for students who will specialize in mathematics or in fields which utilize mathematics. By a careful selection of courses a student can prepare for graduate study in mathematics, for secondary school teaching, or for a career in applied mathematics. The curriculum also provides courses appropriate for liberal arts students who wish to gain an appreciation of mathematics.

Requirements and Recommendations

The Department offers two programs, one in *Mathematics* and one in *Mathematical Sciences*. Both programs build on a basic core of courses required of all majors. This core consists of the following five courses:

Math 111-112:	Calculus of a Single Variable
Math 211:	Multivariable Calculus
Math 212:	Linear Algebra
Math 234:	Introduction to Modern Algebra

Advanced placement in the calculus sequence Math 111-112, 211 is possible for those who have scored sufficiently high on the Advanced Placement Examination. Such placement will be determined by the Department Chairperson in accordance with College policy (see page 145).

The Program in Mathematics

This program is recommended for students planning graduate study in mathematics, for students planning careers as secondary school teachers of mathematics, and for students who wish to gain an appreciation of the power and beauty of mathematics within a liberal arts context.

Requirements (non-teaching objective):

Core, plus Math 313, plus six other 300-level mathematics courses.

Requirements for Teacher candidates:

Core, plus Math 313, 343, Ed304, and three other 300-level mathematics courses.

It is recommended that students planning graduate study in mathematics take Math 333, 365, and one or more of the courses offered as Selected Topics, Math 381, 382.

The Program in Mathematical Sciences

The Mathematical Sciences include applied mathematics in the physical sciences, computer science, operations research, statistics, and actuarial science. This program provides introductory courses in each of these fields and a foundation for more specialized future study. Applications of mathematics in the social sciences involve statistics, operations research, and the computer.

Requirements:

Math Core, plus 357-358, Computer Studies 211, and one course from Math 262, 362, and 363. In addition, the student will elect three other mathematics or computer studies courses at the 200- or 300- level.

Recommendations for course electives in each field are:

Physical Science: Math 363 or 365, 364, 366

Computer Science: Computer Studies 216, 311, 322;
Math 360, 365, 366

Operations Research: Math 262, 359, 362

Statistics: Math 359, 360, 362

Actuarial Science: Math 359, 360, 366

Students who plan graduate study in any of the mathematical sciences should also take Math 313.

It is recommended that mathematics majors fulfill their science distribution requirement by taking Physics 111, 112, since these courses especially enhance the calculus.

Mathematics majors in either of the two programs are encouraged to pursue in some depth an allied field in which mathematics can be applied. Applications of mathematics in the physical sciences have long been recognized, and in these fields the importance of mathematics continues to grow. To an increasing extent mathematics also is being employed in the social and life sciences, especially in biology, in economics, in psychology, in sociology, and in certain aspects of medicine. A secondary concentration in any one of these fields provides a useful supplement for a mathematics major although mathematics students can, of course, join the study of mathematics with a concentration in any of the areas of study offered by the College. To further encourage such collateral study, permission may be granted to substitute one course from an allied field for a mathematics elective in either program. Such a course must employ mathematics at an advanced level, and be approved in advance by the Mathematics Department.

This option is not open to majors preparing for teaching certification.

A minor in mathematics consists of six courses, including Math 211-212 and at least two other 200- or 300-level mathematics courses.

Knowledge of the Computer

Because of the importance of electronic digital computers in almost every aspect of applications of mathematics, it is essential that students majoring in mathematics become acquainted at an early stage with the potential as well as the limitations of computers. Each student should develop facility in algorithmic thinking and the use of the computer as a tool in problem solving. In order to accomplish this goal, Mathematics 111-112 provides an introduction to a programming language during weekly computer periods in which problems related to the calculus are carried out. Mathematics 211, 212 and several higher level courses in mathematics offer further experience in computing.

101 College Algebra

Course includes a review of basic algebraic concepts as well as more advanced topics, including the notion of a function; linear, quadratic, polynomial, rational, exponential, and logarithmic functions; systems of equations; matrices and determinants, sequences and series. Applications will be drawn from a wide variety of fields. Credit may not be granted for both Mathematics 101 and 110.

Staff

107 Applied Statistics

Designed for students in the Biological and Social Sciences. Topics include descriptive statistics, fundamentals of probability theory, hypothesis testing, correlation, regression, and analysis of variance. An important aspect of the course is a laboratory period in which students learn how to do a statistical study using a statistical package on the computer. Credit may not be granted for both Mathematics 107 and Economics 241. Three lecture hours and two laboratory hours per week.

Staff

108 Applied Calculus

Designed for students in the Biological and Social Sciences. The major concepts of this course include differentiation and integration of algebraic, logarithmic, and exponential functions. Applications appropriate to the disciplines cited above will be emphasized. Credit may not be granted for both Mathematics 108 and Mathematics 111. *Prerequisite:* Proficiency in algebra at the level of Mathematics 101.

Staff

110 Introductory Analysis

Preparation for the study of calculus. Includes topics from algebra, trigonometry, and analytic geometry. The function approach will be emphasized. This course together with Mathematics J 21 (Calculus and the Computer) will provide adequate preparation for Mathematics 112.

Staff

111-112 Calculus of a Single Variable

Differential and integral calculus of one real variable. Topics include introduction to limits, continuity, the derivative, the definite integral, sequences, series, and elementary differential equations. Both theory and applications are stressed. Course includes an introduction to computer programming and weekly computer assignments in which problems relating to calculus and the computer are carried out. No prior experience with calculus or computing is assumed. Four lecture hours each week. *Prerequisite:* Proficiency in precalculus mathematics at the level of Mathematics 110.

Staff

111A-112B Calculus of a Single Variable (Honors Section)

Content essentially that of Mathematics 111-112 but treated in more depth and with some enrichment topics. Students will be notified during the summer of their selection for this section. *Prerequisite:* Full year of high school calculus with grade of A or B.

Staff

117-118 Calculus and Matrix Algebra

Aspects of calculus and matrix algebra which are most important in economics and business administration. Both single and multivariable calculus will be studied, with particular emphasis placed on maximization and minimization problems with constraints for functions of several variables. Additional topics will be selected from differential and difference equations, and linear programming. Credit may not be granted for more than one of the following courses: Mathematics 108, 111, 117. *Prerequisites:* Proficiency in algebra at the level of Mathematics 101 and Economics 101 or concurrent registration.

Mr. Kellett

180 Basic Concepts of Elementary Mathematics

Designed for future elementary teachers who are sophomores and above and have been approved for admittance into the program for elementary certification. Topics include the number system, different bases, number line, use of sets, principles of arithmetic, introduction to geometry and algebra. The course is also offered in the January Term as J 18.

Mr. J. T. Held

211 Multivariable Calculus

Vectors, vector functions, function of several variables, partial differentiation, optimization, multiple integration, transformation of coordinates, line and surface integrals, Green's and Stoke's theorems. Computer projects in multivariate calculus are included. *Prerequisite:* Mathematics 112. Four lecture hours per week.

Staff

212 Linear Algebra

Systems of linear equations, algebra of matrices, determinants, abstract vector spaces, linear transformation, eigenvalues, and quadratic forms. Selected applications of computer projects in linear algebra are included. *Prerequisite:* Mathematics 112 or permission of instructor. Four lecture hours per week.

Staff

234 Introduction to Modern Algebra

A study of selected topics in modern algebra such as the development of number systems, set theory, algebraic systems, including groups, rings, and fields. *Prerequisite:* Mathematics 112.

Mr. Kellett and Ms. Magness

262 Mathematical Modeling

An examination of the philosophy of mathematical modeling, the assumptions underlying some mathematical models, and the results of these models. In addition to studying the theory of modeling, the student will participate in the model building process by using information from the Physical, Biological, and Social Sciences. *Prerequisite:* Mathematics 112.

Mr. Leinbach

313 Mathematical Analysis

Provides both a rigorous treatment of the concepts studied in elementary calculus and an introduction to more advanced topics in analysis. Among the topics studied are: the real number system, elements of set theory, introduction to metric space topology, limits and continuity, derivatives, sequences and series, uniform convergence, and the Riemann integral. *Prerequisites:* Mathematics 211, 212.

Mr. Holder

333 Algebraic Structures

A study of the basic structures of modern abstract algebra, particularly groups, rings, fields, and linear algebra. *Prerequisite:* Mathematics 234. Alternate years. Offered 1983-84.

Mr. Flesner

343 Topics in Geometry

A brief introduction to the history of the development of geometries from Euclid to the present, with emphasis on the significance of non-Euclidean geometries. Topics from projective geometry and its subgeometries, from affine to Euclidean. Alternate years offered 1984-85. *Prerequisite:* Mathematics 212.

Mr. Flesner

357-358 Mathematical Statistics and Probability

Probability, frequency distributions, sampling theory, testing hypotheses, estimation, correlation and regression, small sample distributions, and applications. *Prerequisites:* Mathematics 211, 212.

Mr. Fryling and Ms. Magness

359 Stochastic Processes

Includes the principles of probability, both for discrete and continuous distributions. The Poisson and exponential distributions will be emphasized with applications to birth-death and queueing processes. Other topics included are: Markov chains, random walks, and Gaussian processes. *Prerequisites:* Mathematics 357, 358. Alternate years. Offered 1984-85.

Mr. Fryling and Ms. Magness

360 Linear Statistical Models

Designed to develop an understanding of both the underlying theory and the practical problems which are encountered using linear statistical models for regression, analysis of variance, and experimental design. *Prerequisite:* Mathematics 358, may be taken concurrently. Alternate years. Offered 1983-84.

Mr. Kellett and Ms. Magness

362 Introduction to Operations Research

A study of techniques and tools used in mathematical models applied to the biological, management, and social sciences. Topics selected from the following: optimization, game theory, linear and non-linear programming, dynamic programming, transportation problems, and network analysis. The computer will be used extensively. *Prerequisites:* Mathematics 211 and 212, or 118 and CS 105.

Mr. Leinbach

363 Differential Equations and Special Functions

First order ordinary differential equations, linear differential equations of first and second order, series solutions, Fourier series and integrals, partial differential equations of physics, Legendre polynomials, Bessel functions. *Prerequisites:* Mathematics 211, 212.

Mr. Mara

364 Complex Variables

Analytic functions, conformal mapping, complex integrals, Laurent series, theory of residues, potential theory. *Prerequisites:* Mathematics 211, 212.

Mr. Mara

365 Differential Equations

Theory and application of ordinary differential equations. Topics include: first order equations, linear equations of second and higher order, systems of equations, power series solutions, and numerical methods. Applications will be considered from both the physical and non-physical sciences. *Prerequisites:* Mathematics 211, 212.

Messrs. Holder and Flesner

366 Numerical Analysis

Numerical techniques of solving applied mathematical problems. A heavy emphasis is placed on the interrelation with these techniques and the digital computer. Topics to be covered are numerical solutions of systems of equations, the eigenvalue problem, interpolation and approximation, and numerical solutions to differential equations. Although emphasis is placed on the numerical techniques, consideration will also be given to computational efficiency and error analysis. *Prerequisite:* Mathematics 212.

Mr. Leinbach and Ms. Magness

381, 382 Selected Topics

Study of some advanced phase of mathematics not otherwise in the curriculum. The subject matter and the frequency of offering the course will be dependent on student interest. Some possible areas for study are: point set topology, combinatorics, graph theory, partial differential equations, differential geometry, complex variables, and number theory. *Prerequisite:* Permission of instructor.

Staff

Individualized Study

Pursuit of topics of an advanced nature by well qualified students through individual reading, under the supervision of staff members. *Prerequisite:* Permission of the department chairperson.

Staff

Military Science

Army ROTC: Military Science

Professor Riley (*Chairperson*)

Assistant Professors Jackson, Lamneck and Smith

Assistant Instructors Nethken and Purnsley

Overview

The Department of Military Science offers courses which develop a student's ability to organize, motivate, and lead others.

The freshman and sophomore years of military science are referred to as the Basic Course. There is no military obligation connected with enrollment in the courses offered. Completion of the Basic Course or credit for the Basic Course is required for entrance into the Advanced Course.

The junior and senior years of military science are referred to as the Advanced Course. Men and women enrolled in this course agree to a military service obligation. The active duty obligation is normally 3 years but can be as little as 3 months. This obligation should be investigated on an individual basis with a Military Science Department instructor. Students enrolled in the Advanced Course receive \$100.00 per month during the school year.

Advanced Course graduates are commissioned Second Lieutenants in the US Army, the Army Reserve, or the Army National Guard. In addition, Advanced Course graduates may also obtain educational delays from active duty for graduate studies and may qualify for such study at government expense.

The Military Science program offers a 4-year and a 2-year program for commissioning:

a. The 4-year program—

1. A college freshman enters the ROTC program during the fall semester of the freshman year and continues in the program through the senior year.
2. A freshman or sophomore may enter the program either during the second semester, freshman year or the first semester, sophomore year, and through compression of the military science courses, be eligible to enter the Advanced Course at the beginning of the junior year.

b. The 2-year program—

1. Successful completion of a six-week Basic Camp during the summer between sophomore and junior years can qualify individuals for placement in the Advanced Course at the beginning of the junior year.
2. Veterans and those who have received military training in high school, in college ROTC, or at a service school may be granted credit for the military science Basic Course and be eligible to enter the Advanced Course.

ROTC scholarships are offered on a competitive basis. Eligible students may apply for one, two or three-year scholarships which pay full tuition and textbook expenses plus \$100.00 per month.

Requirements and Recommendations

MS 101, 102, 201, and 202 are open to all freshmen and sophomores and incur no military obligation. MS 101 completion is a prerequisite for the other courses. MS 301, 302, 311, and 312 are open to those junior and senior students who have entered the Advanced Course and are seeking a commission in the US Army. These courses must be taken in sequence. Interested juniors and seniors not seeking a commission may enroll in the 300 level courses with the permission of the Department Chairperson.

101 Introduction to Military Science

Study of the organization of the Army and ROTC, the military as a profession, customs and courtesies of the service, a survey of the U.S. defense establishment, and introduction to leadership through practical exercises.

¼ Course Credit

102 American Military History—1917 to the Present

Study of the development of American Military institutions, policies, experience and traditions from 1917 to the present.

¼ Course Credit

201 Orienteering

Study of the art of finding your way with map and compass across unknown terrain to a preselected destination. Skills involved in reading symbols on a topographic map and use of the compass will be developed. Practical application exercises will be used to enhance skills.

¼ Course Credit

202 Wilderness Survival

Study of basic skills and techniques which are required to insure survival in a wilderness environment. Emphasis will be placed on practical application experiences.

¼ Course Credit

301 Advanced Military Science I

Study of the principles of leadership and their application in both a military and non-military environment.

1 Course Credit

302 Advanced Military Science II

Study of military operations involving various elements of the army, to include small unit tactics. The student learns through practical exercises the basic principles of handling tactical units in combat.

1 Course Credit

311 Advanced Military Science III

Seminar-lecture with primary emphasis on analysis of national power in four countries. Aspects of American national power and its influence on US foreign policy are also addressed. The current military organization of the battalion and the brigade, military law, the Soviet threat, and a world events seminar are included.

1 Course Credit

312 Advanced Military Science IV

Seminar-lecture primarily designed to prepare the student for commissioning. Military problem solving techniques, speaking and writing skills, and current military issues are addressed. The obligations and responsibilities of an Army officer are also stressed.

1 Course Credit

Leadership Laboratory

All ROTC cadets participate in a professional development laboratory on Thursday afternoons at 3:00 pm. each semester. This laboratory period is designed to provide an understanding of the fundamental concepts and principles of Military Science and an opportunity to develop leadership and management potential. Students will develop skills in Mountaineering, Survival, and Orienteering.

Music

Professor Weikel

Associate Professors Belt, Getz, Nunamaker, and Zellner
(Chairperson)

Assistant Professors Finstad and M. Matsinko

Instructor Powers

Adjunct Assistant Professors T. Bowers, M. Hook, and
H. Stephenson

Adjunct Instructors B. Finstad and Wastler

Overview

The Music Department endeavors to introduce students to the historical significance of Western Music so that they have an understanding of their musical heritage and some knowledge of current musical trends. Supporting this historical knowledge is acquaintance by students with the basic elements of music (harmony, counterpoint, and form) and discovery of their own abilities through direct contact with, and creative manipulation of, such material. The music curriculum also involves the student in an intensive study of applied music. This encompasses two aspects: individual and group (or ensemble) experience. In the practice room, studio, and recital hall the student has an opportunity to refine the techniques for musical performance. In the ensemble the individual must work within a larger social context to achieve a common musical goal. The program also provides courses for the student who plans to enter the field of music education. These offerings are based on competencies prescribed by the Pennsylvania Department of Education. The Music Department offers programs leading to a Bachelor of Arts degree with a major in music and a Bachelor of Science degree with a major in music education.

Requirements and Recommendations

The Department requires an audition of all candidates proposing to major in music or music education. Appointments for such auditions should be made through the College Admissions Office. Requirements for a major in music leading to a Bachelor of Arts degree consist of twelve full courses (Music 141, 142, 241, 242, 341, 342, 312, 313, 314, 205, 206, and 456) plus seven quarter-courses in the student's major applied area. The major must also participate for four years in an authorized ensemble and present a recital in the senior year.

Music majors in the elementary education program must meet the same requirements as the B.A. candidate with the exception of courses 341 and 342.

The successful completion of the program leading to the Bachelor of Science degree in music education (see page 42) satisfies the Certification requirements for teaching music in elementary and secondary schools.

Distribution Requirements

The distribution requirement in art, music, creative writing, and theatre arts may be fulfilled by one of the following: Music 101, 103, 104, 105, 107, 109, 312, 313, 314, and certain designated January Term courses.

Performing Ensembles

All College students are eligible to audition for College Choir, Chapel Choir, Women's Chorus, Band, and Orchestra. Band members are eligible to audition for Jazz Ensemble, Brass Ensemble, Percussion Ensemble, and Clarinet Choir. Music majors and choir members are eligible to audition for the Chamber Choir. Auditions for all groups are held at the beginning of the school year or at other times by appointment.

101 Introduction to Music Listening

A consideration of the principal music forms against the background of the other arts. Intensive listening is an essential part of the course. Repeated spring term.

Messrs. Belt and Powers

103 The Symphony

The standard symphonic repertoire presented through listening. Attention will be given to stylistic changes in that music from the classic to the romantic and contemporary periods.

Mr. Belt

104 Opera

Study of standard operatic works. These are listened to and discussed as examples of drama and music.

Mr. Finstad

105 Introduction to Contemporary Music

Study of the major trends in twentieth century music with emphasis on the music of Debussy, Stravinsky, Schoenberg, Bartok, and the Avant Garde composers. This course is designed for students with some musical background.

Messrs. Belt and Powers

107 Music of the Romantic Era

Study of the philosophical background for nineteenth century music and its stylistic features. Extensive listening will be done in the areas of orchestral, vocal, and chamber music.

Mr. Belt

109 Baroque Music

Study of Baroque music with some emphasis on stylistic comparisons with Baroque art and architecture. Included will be a brief background of the classical style of the Renaissance as a basis for contrast to the romantic style of the Baroque.

Mr. Belt

141 Theory I

Fundamentals of basic theory, notation, and nomenclature; introduction to writing skills; basic analytic technique; melodic analysis; correlated sight-singing and aural perception skills.

Mr. Getz

142 Theory II

Continuation of writing skills; analysis and writing of chorales; correlated sight singing and aural perception skills; keyboard harmony.

Messrs. Weikel and Getz

241 Theory III

Study of the common practice period; extensive written and analytic projects; study of musical structure through small forms; correlated sight singing and aural perception skills.

Mr. Weikel

242 Theory IV

Study of late romanticism to the present day by means of analytic and written projects. Correlated sight-singing, aural perception skills, and keyboard harmony are included.

Mr. Weikel

341 Theory V

Instruction in transposing, arranging, and coloring for the various instruments. A study of the ranges and characteristics of string, wind, and percussion instruments (with emphasis on written projects for the laboratory ensemble) is included.

Mr. Powers

342 Theory VI

Study of the structural organization of music. Included will be the analysis of the larger forms of composition drawn from the standard literature of the eighteenth to twentieth centuries.

Mr. Weikel

205 Choral Conducting

Development of a basic conducting technique. Emphasis is placed upon the choral idiom including vocal problems and tonal development, diction, rehearsal procedures, interpretation, and suitable repertoire for school, church, and community.

Mr. Getz

206 Instrumental Conducting

Continued development of conducting skills and score. This involves interpretation, musical styles, balance, intonation, rehearsal procedures, and suitable repertoire for large and small ensembles.

Mr. Zellner

J 22 Principles and Procedures of Teaching Music in Elementary School

Study of the methods and materials of teaching music in the elementary grades. Various approaches to guiding pupils in perception of, reaction to, and evaluation of musical experience are included.

Mr. Finstad

303 Sixteenth-Century Counterpoint

Introduction to the contrapuntal technique of the sixteenth century through the study of plainsong and early motets. Composition in the small forms is a part of the course.

Mr. Weikel

304 Eighteenth-Century Counterpoint

Introduction to the contrapuntal style of the eighteenth century and an analysis of the baroque forms with attention to linear motion and fundamental harmonic progression. Composition in the various forms is required.

Mr. Weikel

312 History of Medieval, Renaissance, and Baroque Music

Study of the major forms and styles of music and composers from the pre-Christian era through the eighteenth century. Extensive use of musical examples and recordings is included.

Mr. Nunamaker

313 Music in Classic and Romantic Periods

Study of the principal stylistic tendencies of the periods of music from 1740 to c. 1900. Extensive listening to, and examination of, illustrative materials is an essential part of this course.

Mr. Nunamaker

314 Music in the Twentieth Century

Study of the principal stylistic tendencies of music as well as developments in experimental music from c. 1900 to the present with examination of the works of representative composers.

Mr. Belt

321 Principles and Procedures of Teaching Music in the Secondary School

Study and evaluation of methods, materials, and techniques relative to music classes and performance groups with a development of a personal philosophy of music education.

Mr. Nunamaker

474 Student Teaching

Teaching in public schools in cooperation with, and under the supervision of, experienced teachers. Individual conferences and seminars with the College supervisor and supervising teacher are required. Offered in spring term only.

Three Course Units

Mr. Getz

Individualized Study

Prerequisite: Approval of department and directing faculty member.

Applied Music

The Department offers instruction in voice, piano, organ, and the standard band and orchestral instruments. The repertoire is adapted to the student's ability. One quarter-course credit is given for one half-hour private lesson per week, per term. Some piano and voice instruction may be in group classes.

Students majoring in music who are candidates for the Bachelor of Arts degree may take up to eight quarter-courses of private instruction, and those who are candidates for the degree of Bachelor of Science in Music Education may take up to 12 quarter-courses of private instruction at no additional cost beyond the comprehensive fee.

The Department also sponsors various music organizations, including the College Choir, Chapel Choir, Women's Chorus, Band, and Orchestra. All college students are eligible to audition for any of these, either at the beginning of the school year or at other times by appointment.

111-112 Woodwind Instrument Class

Instruction in the technique of teaching and playing woodwind instruments, using the clarinet as the basic instrument. Two $\frac{1}{4}$ courses.

Mr. Powers

113-114 Brass Instrument Class

Instruction in the technique of teaching and playing brass instruments. The trumpet or cornet is used as the basic brass instrument.

Two $\frac{1}{4}$ courses

Mr. Zellner

115-116 Stringed Instrument Class

Instruction and practice in the techniques of stringed instruments and the organization of a string section.

Two $\frac{1}{4}$ courses

Mr. Nunamaker

117 Percussion Class

The organization of practical and theoretical materials concerning all of the percussion instruments, their performance techniques, and teaching procedures.

$\frac{1}{4}$ course

Mr. Zellner

121 Voice

Private instruction in fundamentals of voice culture with emphasis upon breath control, resonance, tone quality, diction, pronunciation, and an appreciation of the best works of the masters. Repeated in the spring term. Fee for one half-hour lesson per week per term: \$160.

$\frac{1}{4}$ course

Mr. Finstad and Ms. Hook

122 Voice Class

Study of vocal techniques using lectures, class discussions, and demonstrations. The course will have a practical workshop atmosphere: practicing basic vocal production with emphasis on posture, breath control, diction, and vowel formation. Fee for class lessons per term: \$160.

$\frac{1}{4}$ course

Mr. Finstad and Ms. Hook

123 Piano

Private instruction in the development of the necessary techniques for facility in reading and interpreting a musical score accurately at the keyboard. Literature includes representative compositions of various styles and periods. Public performance is required of those majoring in this area of concentration. Fee for one half-hour lesson per week per term: \$160.

$\frac{1}{4}$ Course

Messrs. Matsinko and Belt

124 Class Piano

Emphasis on sight-reading, ensemble playing, and harmonizing melodies with various types of accompaniment as well as playing some of the standard piano literature. Fee for class lessons per term: \$160.

$\frac{1}{4}$ course

Messrs. Matsinko and Belt

125 Organ

Private instruction designed to include literature of various periods, sight-reading, hymn-playing, chant and anthem accompaniment. *Prerequisites:* satisfactory performance of all major and minor scales (two octaves) and a Bach Invention. Fee for one half-hour lesson per week per term: \$160.

$\frac{1}{4}$ course

Messrs. Weikel and Belt

127 Band Instrument Instruction

Private instruction emphasizing the fundamentals and repertoire for the performance of woodwind, brass, and percussion instruments. Fee for one half-hour lesson per week per term: \$160.

$\frac{1}{4}$ course

Ms. Bowers and Messrs. Wastler & Zellner

129 Stringed Instrument Instruction

Private instruction emphasizing both the fundamentals of string playing and repertory. Fee for one half-hour lesson per week per term: \$160.

$\frac{1}{4}$ course

Mr. Nunamaker

131 College Choir

Study of choral literature. In addition to appearances in nearby cities, the Choir makes an annual concert tour. Oratorios are presented in conjunction with the Chapel Choir. Four rehearsals weekly.

No credit

Mr. Getz

132 Chapel Choir

Performs standard musical literature with the purpose of supporting and assisting the College community in the Sunday morning services. The Choir appears in nearby cities and makes a short tour each spring. Three rehearsals weekly.

No credit
Mr. Matsinko

133 Band

Performs a wide variety of literature for the band. After several marching performances the symphonic band presents campus concerts and a spring tour of Pennsylvania and neighboring states. Four rehearsals weekly.

No credit
Mr. Powers

134 Women's Chorus

Exists to give those who so wish an opportunity to sing music written for women's voices. This group investigates and performs the best literature of this genre. The Women's Chorus also presents several concerts throughout the year and participates with the College and Chapel Choirs in oratorio and festival type works with orchestra.

No credit
Ms. Finstad

135 Orchestra

The study and performance of orchestral music of all eras. Membership is open to all students of qualifying ability. Two rehearsals weekly.

No credit
Mr. Nunamaker

456 Senior Recital

Solo or duo presentation of representative literature of various stylistic periods of the student's major applied area with emphasis on historical performance practice.

Philosophy

Professor Coulter (*Chairperson*)

Assistant Professors Portmess and Shaw

Overview

The Philosophy Department designs its courses with the following goals in mind: to promote inquiry into perennial philosophical questions such as the nature of justice, happiness, knowledge, and freedom; to produce awareness of the answers that have been proposed in response to these questions; and to provide tools for the analysis of the assumptions and values which underlie different intellectual disciplines. The study of philosophy encourages the student to develop the ability to analyze problems, understand central issues, and develop alternative solutions. It challenges the student to reflect upon problems involving values, to examine problems in an interdisciplinary way, to examine alternative world views and forms of knowledge, and to develop an awareness of intellectual history. Classes encourage discussion and writing. The study of philosophy is an integral part of an education in the liberal arts tradition.

A major in philosophy is excellent preparation for graduate school or for professional schools in almost any field. It is especially good background for law and the ministry. It will also prove valuable in any occupation which demands clear thinking and the ability to understand the points of view of other people. Individually, philosophy courses will prove useful supplements to course work in other areas. The Department is interested in assisting and encouraging students to design Special Majors in which philosophy is an integral part.

Requirements and Recommendations

Philosophy 101, 105, 113 and 211 have no prerequisites. Any 100 level course or 211 is recommended as preparation for a 200 or 300 level course, though the instructor may grant permission on an individual basis to equivalently prepared students.

A philosophy minor consists of any six courses in the Department, only two of which may be 100 level courses. A philosophy major consists of nine courses in philosophy, including either 211 or 113; at least two out of 203, 204, and 220; three 300 level courses and 460 (Senior Thesis).

Distribution Requirements

Any of the courses offered by the Department may be used to satisfy the distribution requirement in History, Philosophy, or Religion.

101 Introduction to Philosophy

A study of selected philosophical texts with the aim of developing the students' ability to read philosophy and to reflect and comment upon philosophical problems.

Staff

105 Contemporary Moral Issues

A study of moral problems facing individuals in our society. Selected readings dealing with moral disputes in business, politics, international affairs, medicine and social policy will be discussed along with the ethical theories which the various sides use to make their cases.

Mr. Shaw

113 Thinking Clearly

An informal logic course designed to help students develop the practical ability to analyze and to evaluate arguments and explanations. The course deals with clarifying language, with the analysis of arguments, with informal fallacies, with causal analyses, and with inductive reasoning. Not recommended for majors or for persons who have had Philosophy 211.

Staff

203 Classical Greek and Roman Philosophy

A study of the philosophers and philosophies of ancient Greece and Rome. Major emphasis will be on the Pre-Socratics, Plato, Aristotle, and Hellenistic Neoplatonism.

Mr. Coulter

204 Medieval and Early Modern Philosophy

A study of philosophers and philosophies of Medieval and Early Modern Europe as these reflect the impact of religion and science on the traditional problems and assumptions of philosophy. Major thinkers to be studied include Augustine, Thomas Aquinas, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant.

Mr. Coulter

211 Logic and Semantics

An introduction to formal logic and a study of the uses of language, with particular reference to the nature of inference from premises to conclusion; rules for deductive inference; construction of formal proofs in sentential and quantificational logic; the nature of language; informal inferences and fallacies; theory of definition.

Mr. Coulter

220 Nineteenth Century Philosophy

A study of leading European thinkers of the Nineteenth Century, including readings from Hegel, Feuerbach, Marx, Mill, Freud, Kierkegaard and Nietzsche.

Ms. Portmess

234 Philosophy of Art

A survey of the major paradigms in the history of aesthetic theory (e.g. formalism, imitation theory, etc.), with emphasis on the relation of aesthetics to other aspects of philosophy. Such issues as the nature and function(s) of art and the qualifications of a good critic will be discussed.

Mr. Shaw

235 Philosophical Ideas in Literature

A study of the treatment and evaluation of philosophical issues as presented in literature, through reading pairs of philosophical and literary works (e.g., Plato's *Symposium* and Shakespeare's *Sonnets*) which deal with similar themes. Metaphysical, ethical and aesthetic topics will be discussed, with emphasis on the similarities and differences between the philosophical and literary approaches to them. *Prerequisite:* one course in philosophy, background in literature, or permission of instructor.

Mr. Shaw

237 Philosophy of Religion

A study of philosophical problems relating to the reasonableness of religious beliefs. Problems include the meaning of religious concepts and the various ways in which religious beliefs are proved or otherwise justified.

Mr. Coulter

350, 351, etc. Topics in Philosophy

Studies of philosophical topics as treated by Twentieth Century philosophers. Topics will differ each term and will be announced in advance. *Prerequisites:* Major or Minor in Philosophy or Permission of the Instructor.

Staff

460 Senior Thesis

An individualized study project involving the research of a topic and the preparation of a major paper. This will normally be done during the fall or spring term of the senior year. *Prerequisite:* Major or Minor in Philosophy.

Staff

Physics

Professors T. Daniels, Haskins (*Chairperson*)

T. J. Hendrickson, and Mara

Associate Professors Cowan, Marschall, and W. J. Scott

Overview

Within wide limits, a physics major can be tailored to meet the needs and desires of individual students. A major in physics is appropriate for those who enjoy the subject and who have no particular career in mind. It is also suitable preparation for careers ranging from government and law to theoretical physics and molecular biology.

Persons who become physics majors ought to be curious about the ways of nature and have a strong urge to satisfy this curiosity. Their success depends upon their ability to devise and perform meaningful experiments, their intuitive understanding of the way nature behaves, and their skill in casting ideas into mathematical forms. No two majors are endowed with precisely the same division of these talents, but they must develop some proficiency in each.

Courses in the Department emphasize those theories and principles that give a broad, unifying understanding of nature and the analytical reasoning needed for their use. Laboratory training stresses the design of experiments, the techniques of precise measurement, and the interpretation of data.

Requirements and Recommendations

The minimum physics major consists of eight courses including Physics 111, 112, 211, 212, 311, 312, and J 26. This minimum major is more than adequate preparation for physics certification for secondary school teaching and industrial or government laboratory work. Anyone for whom graduate study is a possibility should plan to take twelve courses in the Department. Students are not permitted to take more than twelve courses in the Department without the permission of the Department unless the thirteenth course is Physics 462. Gettysburg physics graduates have selected a wide range of fields for graduate study, including: astronomy; astrophysics; biophysics; business; geophysics; environmental, electrical, nuclear, and ocean engineering; physics; and physiological psychology.

All majors must complete mathematics courses through Mathematics 212 or its equivalent. Those planning to go to graduate school should also complete the Applied Analysis course Mathematics 363-364. Majors are expected to exhibit increasing competence with computer facilities as they progress through the courses in the physics curriculum.

Qualified majors should consider the opportunities afforded by Physics 462. This course entails the study

of a problem in physics or astronomy selected by a student in consultation with a staff member. The problem may be of a theoretical or experimental nature. A student electing this course should obtain an adviser for the project by the end of his or her junior year and expect to begin work in the fall term of the senior year with the completion of the work to be accomplished in the spring term of the senior year.

Freshmen who are considering a major in physics should enroll in Physics 111, 112 and Mathematics 111-112, if possible. While it is desirable for majors to take this freshman program, students may accomplish a full major in physics even if they take Physics 111, 112 in their sophomore year.

A minor in physics consists of Physics 111-112, 211-212 plus any two courses in Physics beyond the 100 level including J 33 and J 26.

Distribution Requirements

The laboratory science distribution requirement may be satisfied by taking one course from among Physics 101, 103, or 111 and one course from Physics J 1, 102, 104, or 112.

The prerequisites listed below in the course descriptions are meant only as guides. Any course is open to students who have the permission of the instructor.

Special Facilities

In addition to the usual classrooms, seminar rooms, laboratories, and faculty offices, Masters Hall contains the physics library, a machine shop, and a planetarium. The Department has well equipped nuclear physics, X-ray, optics, and electronics laboratories, and it directs the observatory and the planetarium. Some of the larger pieces of equipment are multichannel analyzers, coincidence-anticoincidence circuitry, two X-ray diffraction units, a Mössbauer analyzer, a neutron howitzer, a 16" Cassegrain telescope with cameras, a UBV photometer, a 12" Varian electromagnet, and an astronomical spectrometer. Computational resources include microcomputers, and access to the College's Burroughs Computer.

Special Programs

The Department administers the Cooperative Engineering Program with Pennsylvania State University, Washington University in St. Louis, and Rensselaer Polytechnic Institute. Students selecting this program will take Physics 111, 112, 211, J 33, and 216 and will graduate from Gettysburg with a major in Physics upon successful completion of an engineering degree at Pennsylvania State, Washington University in St. Louis, or RPI. For more details on the Cooperative Engineering Program, see page 52.

Further details about the physics and the cooperative engineering program are described in the Handbook for Students prepared by the Physics Department. Majors and prospective majors are encouraged to request a copy from the Physics Department office.

101, 102 General Physics

An introduction to the basic concepts of classical and modern physics with applications in a contemporary context. The fields covered include mechanics, energy, heat, waves, sound, electricity, magnetism, relativity, and atomic and nuclear physics. These courses are designed for students who are not majoring in the sciences.

Prerequisite: Competence in high school algebra. Three class and three laboratory hours.

Messrs. Hendrickson and Scott

J 1 Vibrations, Waves, and Music

An introduction to the physical principles employed in the production of sound and music. The acoustical properties of musical instruments will be studied in depth. The laboratory provides experience in electrical measurements, vibrations, and the analysis, synthesis, and production of sound. Opportunities exist for individual projects such as the design and construction of a simple musical instrument. The level of mathematics required is elementary algebra. Some experience in music is expected. Physics 101 and Physics J 1 will complete the laboratory science distribution requirement. *Prerequisite:* Physics 101 or consent of instructor. Class and laboratory hours.

Messrs. Hendrickson and Scott

103, 104 Elementary Physics

A general coverage of the fields of classical and modern physics with time devoted to areas of special interest in biology; fluids, heat, radiation, and numerous applications. While particularly useful for biology majors, the course will serve any student as an introduction to a wide range of topics in physics. Rudimentary calculus is taught and used. *Prerequisite:* facility in algebra and geometry. Three class hours and three laboratory hours.

Mr. Cowan

108 Introductory Astronomy

Fundamental observations of classical astronomy and the recent discoveries of modern astrophysics. Starting with the solar system, the course surveys contemporary knowledge of stellar systems and of the structure and behavior of the universe at large. Physical principles of gravitation, relativity, atomic and nuclear structure, and electromagnetic radiation are introduced where they apply to astronomical problems. Frequent observational activities at the College Observatory will be scheduled to supplement the lectures. *Prerequisite:* High school algebra and trigonometry will be helpful. Three class hours and occasional evening observing sessions.

Mr. Marshall

109 Topics in Astronomy

Highlighting a single area of current interest in astronomy. The development and present state of thinking in such fields as the structure and origin of the solar system, stellar and galactic evolution, extraterrestrial life, and cosmology may be investigated. The specific area of concentration will be published in the announcement of courses during the spring preceding the course. May not be counted toward the minimum requirement for a major in physics. *Prerequisite:* Completion of the College science distribution requirement or the consent of the instructor.

Mr. Marshall

111 Mechanics

An introduction to classical mechanics: laws of motion and the conservation laws of linear momentum, energy, and angular momentum. The rudiments of calculus and vector analysis are introduced and used throughout the course. Laboratory work emphasizes the detection, measurement, and interpretation of electrical signals and elementary circuit analysis. Students already having credit for Physics 101, 102 or 103, 104 may register for Physics 111 for credit only with the permission of the Department. *Prerequisite:* Mathematics 111, which may be taken concurrently. Four class hours and three laboratory hours.

Mr. Mara

112 Heat, Electricity, Magnetism, and Relativity

Heat and the first and second laws of thermodynamics, electrostatic fields, currents, magnetic fields, electromagnetic induction, Maxwell's equations, light as a propagating electromagnetic disturbance, and the special theory of relativity. Laboratory work emphasizes the detection, measurement, and interpretation of optical signals and nuclear radiation. *Prerequisite:* Physics 111. Four class hours and three laboratory hours.

Mr. Mara

211 Vibrations, Waves, and Optics

Simple harmonic motion including damped and forced oscillations of mechanical and electrical systems. Coupled and continuous systems are also treated. Properties of light and sound, including reflection, polarization, interference, and diffraction are covered as well as physical and geometrical optics. *Prerequisite:* Physics 112. Three class hours and one afternoon laboratory.

Mr. Haskins

212 Atomic and Nuclear Physics I

Experimental foundations of atomic physics and their use in developing the quantum theory. Some of the topics included are: kinetic theory, blackbody radiation, photoelectric effect, Rutherford's atom, x-rays, Compton effect, Bohr-Sommerfeld theory, spectra, spin, magnetic moments, de Broglie wavelength, uncertainty principle, radioactivity, particles. *Prerequisite:* Physics 211. Three class hours and one afternoon laboratory.

Mr. Daniels

J 33 Engineering Mechanics: Statics

Equilibrium of coplanar and noncoplanar force systems; analysis of structures, friction, centroids, and moments of inertia. Required for engineering students. *Prerequisites:* Physics 112, Mathematics 211.

Mr. Daniels

216 Engineering Mechanics: Dynamics

Motion of a particle, translation and rotation of rigid bodies, work and energy, impulse and momentum. Required for engineering students. *Prerequisite:* Physics J 33. Three class hours.

Mr. Scott

301 Electronics

Characteristics of semiconductor junction devices. Circuits using these devices include amplifiers, oscillators, operational amplifiers, switching circuits, and digital circuits. *Prerequisite:* Physics 112. Two class hours and six laboratory hours.

Mr. Daniels

311 Atomic and Nuclear Physics II

A continuation of Physics 212. Course begins with an introduction to quantum mechanics. The harmonic oscillator, potential wells and barriers, the hydrogen atom, and the helium atom are treated at an intermediate level. Other topics include the spectra of multielectron atoms, quantum statistics, band theory of solids, nuclear models, nuclear and fusion reactors and their impact on society, accelerators, and beta decay. *Prerequisites:* Physics 212 and Mathematics 212. Three class hours and three laboratory hours.

Mr. Daniels

312 Thermodynamics and Statistical Physics

Temperature, heat, the first and second laws of thermodynamics, introductory statistical physics; Maxwell-Boltzmann, Fermi-Dirac, and Bose-Einstein statistics. Applications to selected topics in solid state physics, low temperature physics, and other fields are included. *Prerequisite:* Physics 311. Three class hours.

Mr. Hendrickson

319 Classical Mechanics

Advanced Newtonian mechanics for upperclass physics majors. Topics include equations of motion, gravitational field, non-inertial reference systems, conservation laws, planetary motion, rigid body motion, Lagrangian and Hamiltonian mechanics. *Prerequisites:* Physics 211 and Mathematics 212.

Mr. Cowan

J 26 Advanced Physics Laboratory

A laboratory course with experiments drawn from various areas of physics such as: optics, electromagnetism, atomic physics, and nuclear physics with particular emphasis on contemporary methods. Error analysis and experimental techniques will be stressed. Normally taken by physics majors in January of their junior year.

Mr. Cowan

330 Electricity and Magnetism

Static electric and magnetic fields, electromagnetic induction. Maxwell's equations in space, fields in matter, time dependent fields. *Prerequisites:* Physics 112 and Mathematics 363. Three class hours.

Mr. Marshall

341 Quantum Mechanics

An introduction to the Schrödinger and Heisenberg formulations of quantum mechanics. Topics covered include potential wells and barriers, the harmonic oscillator, the rigid rotor, angular momentum, hydrogen atom fine and hyperfine structure, time-independent perturbation theory, the helium atom and many electron atoms. *Prerequisite:* Physics 311 and 319, Mathematics 363. Three class hours.

Mr. Mara

342 Relativity: Nuclear and Particle Physics

Special relativity: includes four vectors, tensor analysis, electromagnetic field. Nuclear and particle physics at a level requiring quantum mechanics are covered including time dependent perturbation theory, scattering, Breit-Wigner cross-section, Mossbauer effect, and isotopic spin. *Prerequisite:* Physics 341. Three class hours.

Mr. Cowan

452 Tutorials: Special Topics

Designed to cover physics or physics related topics not otherwise available in the curriculum. Open to upperclass physics majors who arrange with a staff member for supervision. Possible areas of study include advanced electronics, medical physics, astrophysics, acoustics, optics. *Prerequisite:* approval by Department.

Staff

462 Independent Study in Physics and Astronomy

Experimental or theoretical investigation of a research level problem selected by a student in consultation with a staff member. Students should arrange with a staff member for supervision by the end of the junior year. Open only to second semester senior physics majors. Results of the investigation are reported in a departmental colloquium. *Prerequisite:* approval by Department.

Staff

Political Science

Professor Boenau

Associate Professors Borock (*Chairperson*), Mott,
and D. Tannenbaum

Assistant Professor Sylvester

Adjunct Professor Plischke

Adjunct Associate Professor Davis

Overview

The Department aims at providing an understanding of the study of politics, emphasizing the methods and approaches of political science and the workings of political systems in various domestic, foreign, and international settings.

The program provides balance between the needs of specialists who intend to pursue graduate or professional training and those who do not. Courses offered in the Department help prepare the student for careers in politics, federal, state, and local government, public and private interest groups, business, journalism, law, and teaching.

Requirements and Recommendations

The requirements for a major in political science are as follows. Majors in the Department are required to take a minimum of 10 courses in political science. Political Science 101, 102, 103, and 104 are required of all majors, and serve as prerequisites for corresponding upper-level courses. These courses are intended to introduce the student to the major fields of political science.

Political Science 101, 102, 103, and 104 may be taken in any order, but should be completed before the end of the sophomore year. Upper-level courses may be taken as early as the sophomore year provided the student has met the particular prerequisites for those courses. Majors are required to take at least one 200 or 300-level course in three of the following groups: American Government, Comparative Politics, International Relations, Political Theory. Courses graded S/U are not accepted toward a major.

Requirements for a minor in political science are as follows: successful completion of any two 100-level courses and any four upper-level courses which normally count toward the major, provided that they do not all fall into the same sub-field.

Departmental honors in political science will be awarded to graduating majors who have achieved an average of 3.5 in political science courses and who have successfully completed and defended an Honors Thesis.

In the junior and senior years, majors are urged to participate in seminars, individualized study, and internships. Majors also are encouraged to enroll in related courses in other social sciences and in the humanities.

Distribution Requirements

Any of the following courses may be counted towards the College distribution requirements in social sciences: 101, 102, 103, and 104. The following courses may be counted towards the College distribution requirement in Non-Western culture: 263 and 265.

Special Programs

Qualified students may participate in off-campus programs, such as the Washington Semester, The Harrisburg Urban Semester, The United Nations Semester, and study abroad.

Introductory Courses

101 American Government

Examination of the institutional structure and policy-making process of national government as reflections of assumptions of liberal democracy and the American social and economic systems. In addition to the legislative, executive, and judicial branches of government, political parties, interest groups, and elections are considered.

Mr. Mott and Staff

102 Introduction to Political Thought

Analysis of political philosophies dealing with fundamental problems of political association. The course will examine concepts of power, authority, freedom, equality, social justice, and order as expressed in works of philosophers from Plato to Marx.

Mr. Tannenbaum

103 Global Politics

Examination of the behavior of nation-states in the international system from a micropolitical perspective that encompasses such topics as nationalism, power, and war as well as from a macropolitical perspective that stresses broad trends such as political and economic interdependence and the effects of modernization.

Ms. Sylvester and Mr. Borock

104 Introduction to Comparative Politics

Introduction to the structure and processes of political institutions in major types of political systems, including parliamentary systems, the soviet system, and systems in developing countries.

Mr. Boenau

Comparative Politics

260 Comparative Parliamentary Systems

Analysis and comparison of parliamentary systems in Europe, Asia, and Commonwealth countries, focusing on interest groups, political parties, political elites, public participation, governmental structures and processes, and case studies of political systems in operation.

Prerequisite: PS 104 or permission of instructor.

Mr. Boenau

261 Comparative Communist Systems

Analysis and comparison of the political systems of the USSR, Eastern Europe, and China, focusing on the role of the communist party, the problem of succession, and case studies of political systems in operation.

Prerequisite: PS 104 or permission of instructor.

Mr. Boenau

263 The Politics of Developing Areas

Introduction to the study of political development and underdevelopment, including approaches to Third World politics; the nature of traditional politics; disruptions caused by colonialism and imperialism; the reformation of domestic politics; contemporary political processes and problems. *Prerequisite:* PS 104 or permission of the instructor.

Mr. Sylvester

265 African Politics

An examination of the dynamics of political change and continuity in independent Africa. Topics include colonialism, national liberation struggles, imperialism, dependency, institutional direction (e.g., parties, the military, the bureaucracy) and the politics of economic development. *Prerequisite:* PS 104 or permission of instructor.

Ms. Sylvester

American Government

221 State and Local Government

Study of the structure, functions, and political processes of non-national government in the United States.

Prerequisite: PS 101 or permission of instructor.

Staff

222 Public Administration

Study of the politics, structure, and procedures of governmental administration. Particular attention is given to the administrative process, policy-making, and the public responsibility of administrators. *Prerequisite:* PS 101 or permission of the instructor.

Mr. Tannenbaum

223 Congress

Study of the United States Congress focusing on theories of representation, nomination and electoral processes, internal organization of Congress, influences on Congressional policy-making, and Congressional interaction with other participants in the policy process. *Prerequisite:* PS 101 or permission of instructor.

Staff

224 Presidential Politics

Study of the role of the Presidency in the American political system, the selection of presidential candidates, the Presidency and bureaucratic structures and procedures, presidential leadership, and the Presidency in the policy process. *Prerequisite:* PS 101 or permission of the instructor.

Staff

225 American Constitutional Law

Study of the judicial process in the United States, with particular focus on the Supreme Court and its historical role in nation-building, establishing principles of federalism and the separation of powers, and determining the scope of personal and property rights. *Prerequisite:* PS 101 or permission of instructor.

Mr. Mott

231 American Parties and Politics

Examination of political parties, their role in democracy, and the nature of the party system in relation to other social and political processes. Aspects of voting behavior and campaign techniques are considered. *Prerequisite:* PS 101 or permission of instructor.

Mr. Mott

322 Civil Rights and Liberties

Study of selected problems involving interpretations of the Bill of Rights. Attention will be given to both the evolution and current standing of issues treated by the Supreme Court. *Prerequisite:* PS 225 or permission of instructor.

Mr. Mott

International Relations

242 United States Foreign Policy

Examination of the formulation of policy within the national government structure, including the varying perspectives on goals and objectives; the implementation of policy; and the impact of policy domestically and internationally. Topics include: decisionmaking; the arms race; foreign economic policy; military intervention; alliance systems; foreign aid; and the East-West/North-South confrontations. *Prerequisite:* 103 or permission of instructor.

Mr. Borock

245 World Order

Examination of the roles of non-state actors, international government and non-government organizations in the operation of the international system. Attention will be given to the United Nations and its agencies, multinational corporations, regional security systems, financial institutions, resource cartels and trade associations. *Prerequisite:* PS 103 or permission of the instructor.

Mr. Borock

341 International Political Economy

Probes the impact of economic factors on the international political system and various sub-systems. Capitalist, Marxist, and socialist economic theories are discussed as well as specific relations of trade, production, monetary exchange, and economic organization within the West, between East and West, and between North and South. *Prerequisite:* PS 103 or permission of instructor.

Ms. Sylvester

344 United States Defense Policy

Examination of the process by which military and political decisions join to form a unified policy to protect vital interests. Attention will be given to decisionmaking processes, defense spending, civilian-military relationships, the impact of technological change, strategies for nuclear and conventional confrontations and alliance maintenance. *Prerequisites:* PS 103 or permission of instructor.

Mr. Borock

Political Theory**280 Modern Political Ideologies**

Study of the philosophical content and the role of political ideologies in the modern world, with emphasis on liberalism, socialism, communism, and fascism. The concept of ideology, historical development and the intersection and overlap of ideologies, and the influence of ideologies on political behavior will also be considered. *Prerequisite:* PS 102 or permission of instructor.

Mr. Tannenbaum

281 Elites and Masses

Examination of selected political theories which deal with the relationship of elites and masses in modern society. Among the writers to be considered are Burke, De Tocqueville, Mosca, Pareto, Michaels, Ortega y Gasset, and Lenin. *Prerequisite:* PS 102 or permission of instructor.

Mr. Boenau

380 Marxism

Examination of Marxism through close textual analysis of books, polemical tracts, and other writings of Marx and Engels, and selected readings from the critical literature on Marxism. *Prerequisite:* PS 102 or permission of instructor.

Mr. Boenau

381 American Political Thought

The development of political thought in America from the colonial period to the present. In addition to examining individual writers and movements, the course will consider the relationship of the ideas examined to the broader tradition of Western Political Philosophy.

Prerequisite: PS 102 or permission of instructor. Alternate years offered 1983-84.

Mr. Tannenbaum

Advanced Courses**400 Seminars**

Advanced study of domestic, foreign, or world politics. A common core of reading and written reports by each student is provided. Topics differ each term and will be announced in advance. Enrollment by permission of instructor.

Staff

Individualized Study

Intensive research on an approved topic presented in oral or written reports, under the supervision of a member of the department faculty.

Staff

Psychology

Professors D'Agostino, Mudd and Platt
Associate Professors Frank, Gobbel (*Chairperson*),
Pittman, and Shand
Assistant Professors Riggs, Thornton and White

Overview

The Department emphasizes human, experimental psychology in all of its course offerings. The objective of the Department is to promote knowledge of behavior, with emphasis on the formation of a scientific attitude toward behavior and appreciation of the complexity of human personality. This objective is approached by providing a representative array of courses in psychology, including seminars, special topics, and independent study, and by providing selected opportunities for field work. Direct experience with the major methods, instruments, and theoretical tools of the discipline is emphasized throughout.

Requirements and Recommendations

Psychology 101 is a prerequisite for all other courses in the Department. Requirements for a major include Mathematics 107, Psychology 101, 305, 341; one of the following laboratory courses: 314, 316, 317, 318, 325, or 336; and, four additional courses in psychology. Majors should note that most laboratory courses have a 200 level course as a prerequisite.

It is possible for those who have scored 60 or above on the CLEP (College-Level Examination Program) General Psychology examination to waive the introductory course (Psychology 101) and to qualify for advanced placement in the department. Write College Entrance Examination Board, Box 1822, Princeton, N.J. 08540 for information about taking the CLEP exam.

It is recommended that students looking forward to admission to graduate school take psychology 211 and two advanced laboratory courses, one from each of the following two groups: (a) 314, 318, 325, and (b) 316, 317, 336. Training in computer science is recommended for all majors and is highly recommended for those planning to those planning to go on to graduate work. Students should consult with their advisers for specific information on the prerequisites for work at the graduate level in the specialized areas of psychology.

Departmental Honors in psychology are awarded to graduating majors who, in the combined judgment of the staff, have demonstrated academic excellence in course work and who have completed an Individualized Study. The Honors Thesis, open by invitation of the Department Staff only, is not required for Departmental Honors.

Distribution Requirements

The following courses may be used to fulfill the distribution requirement in social sciences: 101, 204, 210, 213, 214, 221, 225, 226, 230, 326, and designated January Term courses.

101 General Psychology

An introduction to the basic facts and principles of psychology, including the study of human motivation, learning, emotion, perception, thought, intelligence, and personality. Some attention is given to the applications of psychology. Repeated spring term. May be used toward fulfilling the distribution requirement in the social sciences.

Staff

204 Human Information Processing

Starting from theoretical concepts and methods surveyed in Psychology 101, the topics of sensation, perception, and cognitive processes are developed more completely. Offered in the spring term.

Mr. D'Agostino

210 Behavioral Economics and Social Engineering

Introduction to behavioral economics and the implications of that field for social planning in a high mass consumption society. The potential contribution of behavioral systems analysis and social science research to more effective social and economic planning is reviewed. Two three hour seminars (arranged) are required. Alternate years. Offered 1984-85.

Mr. Mudd

211 Psychological Tests and Measurements

Fundamental principles in the development of reliable and valid devices designed to reveal measurable characteristics of personality and intelligence. Special emphasis is placed on the critical evaluation of tests, the assumptions underlying their construction, and the role of testing as one of the basic procedures of social science. *Prerequisite:* Math 107 (may be taken concurrently). Three class hours and three laboratory hours.

Mr. Shand

212 Industrial and Organizational Psychology

An introduction to industrial and organizational psychology including theory and practice in the following areas: personnel, organizational behavior and development, engineering psychology, vocational counseling, and industrial relations. Equal attention is given to theory and applications. A group field project is required in addition to the normal examination pattern. Three class hours. Offered in alternative years with Psychology 210 starting in Spring, 1984. *Prerequisite:* Psychology 101.

Mr. Mudd

214 Social Psychology

Review of current psychological theory and research in social psychology. Topics include attitude and behavior change, conformity, attraction, interpersonal perception, and psychological aspects of social interaction.

Mr. Pittman

221 Basic Dynamics of Personality

Uses textbooks and collateral readings in an introduction to theories and strategies in personology. Lecture and discussion focus on learning, affective, and cognitive processes as they blend in personality. The usefulness of verifiable evidence is emphasized.

Mr. Frank

225 Developmental Psychology: Infancy and Childhood

The psychological development of the individual, from conception to adolescence. Methods, relevant research, and various theoretical perspectives are reviewed. Content areas include perception, learning, cognition, language, social development, etc.

Ms. Gobbel and Mr. White

226 Developmental Psychology: Adolescence

A review of theory and research concerned with the psychological development of the adolescent. Topics include: research methods; physiological changes; cognitive development; vocational, social sex-role, and value development; and the search for identity. Psychology 225 is recommended as a prerequisite but not required.

Ms. Gobbel

230 The Psychology of Religious Beliefs, Attitudes, and Values

Empirical findings in the recent scientific study of religion regarding the development of religious and moral traits of character, the personality structure of the religious person, normal and abnormal aspects of religious experiences, beliefs, and practices.

Mr. Shand

305 Experimental Methods

An introduction to scientific method and experimental design. Emphasis is placed on kinds and sources of error in experimentation, methods of control, and design and analysis of experiments. *Prerequisites:* Psychology 101 and Mathematics 107. Three class hours and three laboratory hours.

Messrs. D'Agostino and Mudd

314 Assessment of Personality and Intelligence

Correlational, experimental, and projective methods for the study of such topics as abilities, humor, self-concepts, prejudice, handwriting, belief, creativity, art, and music. Each student will design an experiment and a factor-analytic study related to one topic. *Prerequisites:* Psychology 305 and Psychology 211. Three class hours and the equivalent of three laboratory hours.

Mr. Shand

316 Perception

Introduction to sensory and perceptual processes. Lectures deal with sensory coding, feature detection, figural synthesis, and semantic integration. Laboratory work includes several minor studies and one major research study on a special topic of the student's own choice on some aspect of human facial perception. *Prerequisite:* Psychology 305. Three class hours and the equivalent of three laboratory hours.

Mr. Mudd

317 Memory and Cognition

An introduction to human memory and cognitive processes. Topics include short and long-term retention, language comprehension, and models of semantic memory. *Prerequisites:* Psychology 305, 204 (or permission of the instructor). Three class hours and three laboratory hours. Not offered 1982-83.

Mr. D'Agostino

318 Experimental Social Psychology

Study of specific content areas in social psychology. Current theories and empirical data will be used to illustrate experimental designs and relevant methodological considerations. Laboratory work includes the design, execution, and analysis of two original experiments. *Prerequisites:* Psychology 214 and Psychology 305, or permission of the instructor. Three class hours and the equivalent of three laboratory hours.

Mr. Pittman

322 Clinical and Counseling Psychology: Uses and Abuses

Presents an introduction to the history, problems, methods, values, and ethics relating to clinical and counseling psychology. The course is not a practicum. *Prerequisite:* Psychology 221 or 326. Offered spring term, alternate years.

Mr. Frank

325 Life-Span Development—An Experimental Approach

An intensive study of one or more areas of research in cognitive, social or language development. Emphasis is placed on unique characteristics of research with children and/or adults across the lifespan. Laboratory work includes the design, execution, and analysis of a research project. *Prerequisites:* Psychology 225 and Psychology 305. Three class hours and three laboratory hours.

Ms. Gobbel and Mr. White

326 Abnormal Psychology

The study of abnormalities of personality and behavior which commonly occur in mentally handicapped, deviant, neurotic, and psychotic persons. The general principles of abnormal personality development, including those of psychoanalysis, are reviewed and illustrative case materials are presented. Film demonstrations of abnormal phenomena are given, and a field trip is taken to a mental institution. Psychology 214, or 221 recommended but not required; not open to freshmen.

Mr. Shand

336 Physiological Psychology

Study of the anatomical and physiological bases of behavior and cognition. Emphasis is on the neuropsychology of sensation, motivation, memory, and thinking. *Prerequisites:* Psychology 101, Biology 101, 102, or 111, 112, and either Psychology 305 or permission of the instructor. Three class periods and three laboratory hours.

Mr. Platt

341 History and Theories of Psychology

A review of the development of psychology to the present. Emphasis is on the contributions of empiricism, structuralism, functionalism, behaviorism, Gestalt, and psychoanalysis to contemporary psychology.

Mr. Platt

400 Seminar

An opportunity to work on a selected topic in a small group under the guidance of a member of the staff. Not offered every term. The topic for a given term is announced well in advance. Enrollment by permission of the instructor. May be repeated.

Staff

421 Personality Theory: Seminar

Examines critically and in detail selected theories of personality. Primary and secondary sources are used for each theory studied. Verifiable evidence is examined as it may augment or challenge theory. *Prerequisites:* Psychology 221 and Junior or Senior status. Meets three hours once a week. Offered spring term, alternate years. Not offered 1982-83.

Mr. Frank

Individualized Reading

Opportunity to do intensive and critical reading and to write a term paper on a topic of special interest. Student will be expected to become thoroughly familiar with reference books, microfilms, and scientific journals available for library research in the field of psychology. *Prerequisite:* permission of the instructor. May be repeated.

Staff

Individualized Empirical Research

Design and conduct of an empirical study involving the collection and analysis of data in relation to some psychological problem under the supervision of a staff member. Students are required to present an acceptable research proposal no later than four weeks following the beginning of the term or to withdraw from the course. Research culminates in a paper. *Prerequisite:* permission of the instructor. May be repeated.

Staff

Honors Thesis

Designed to meet the needs of the clearly superior student. During the senior year each participant will engage in an original program of research under the direction of a thesis committee. In addition to completing a formal thesis, each student will present and discuss his or her research before the entire staff. Successful completion of the program entitles the student to receive credit for two courses which can be applied towards a Psychology major. *Prerequisite:* by invitation of the Department only.

Staff

Religion

Professors Dunkelberger, Freed (*Chairperson*), Hammann, Loose, and Moore
Associate Professor Trone

Overview

Essential to a liberal arts student's understanding of the past, of life, and of himself or herself is a solid, factual knowledge of the varied religious experiences, beliefs, and institutions of man. This Department offers the student a variety of courses in which the complex phenomena of religion can be investigated. A student may elect courses in biblical studies, history of religions, and religious thought.

Requirements and Recommendations

A major consists of eight courses. Some majors, depending on prior preparation and work taken outside the Department, may be asked to take additional courses in the Department in order to round out an adequate program, but in no case will more than 12 courses be required. No courses in other departments may be applied toward the minimum requirement of eight courses. With departmental approval, certain courses outside the Department may be applied to the major beyond the minimum requirement. Individualized Study is required of all majors. Pretheological students and those contemplating church vocations should especially consider a major in this Department. Since some upper-level courses are not offered every year, students should consult with individual instructors when planning their programs.

The requirements for a minor in religion are as follows. Of the six courses required for the minor, no more than two 100-level courses may be included. At least one 300-level course must be included. January Term courses that count toward the major, but no other January Term courses, may be included. No courses taken S/U may be included. The student must contact the Religion Department Chairperson to declare a minor and to be assigned an adviser. After the student has been accepted for a minor and has completed work in one 100-level course, preference is to be given to the student for registration in all courses in the department.

Distribution Requirements

Only one of the following courses will fulfill the one-course distribution requirement in religion: 101, 111, 117, 121, 122, 127, 131, 132, 133, 135, 136, 137, and 142. Any courses offered in the fall and spring terms (except for Individualized Study) and some of the January Term courses may also fulfill one course of the two-course distribution requirement in history, philosophy, or religion, which is in addition to the 100-level course distribution

requirement in religion. The following courses meet the distribution requirement in Non-Western culture: 127, 202, 241, and 242.

Biblical Studies

101 History, Literature, and Religion of the Old Testament

A study of the history, literature, and religion of the Hebrews from the age of Abraham to about 200 B.C. The history and culture of Israel are related to those of surrounding nations, with special emphasis on the relevancy of archeological data.

Mr. Moore

111 History, Literature, and Religion of the New Testament

A study of the writings of the New Testament as they originated in their Greco-Roman milieu. Emphasis is on the distinctive purposes and main content of each writing. The use of source, form, and redaction criticism as tools for the academic study of the New Testament is demonstrated.

Mr. Freed

117 Topics in Biblical Studies

An intensive study of a religious topic, problem, writer, or theme in the field of Biblical Studies.

Staff

201 The Prophets of the Old Testament

A study of the life and times of Israel's prophets as drawn from the Old Testament and extra-Biblical sources, with special emphasis given to both the importance of prophetic interpretations for their own day and to their lasting effect upon Judeo-Christian thought.

Mr. Moore

202 Wisdom Literature

A comparative study of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Solomon with the wisdom literature of the Sumerians, Egyptians, Babylonians, and other contemporaries and predecessors of the Israelites. Fulfills the distribution requirement in Non-Western culture.

Mr. Moore

203 Archaeology of The Ancient Near East

An introduction to the history, methodology, and findings of Palestinian archaeology with attention to the related fields of Egyptian and Mesopotamian archaeology. Lectures on field technique, slide presentations, museum visits, and consideration of the historical and religious significance of artifacts will be central to the course.

Mr. Moore

210 The Apostle Paul: the Man, the Thinker, and the Traveler

A study of some of Paul's letters and the book of Acts in an attempt to understand the complex personality of Paul and his thought. Topics included are faith and law, the righteousness of God and man, and justification and salvation. Paul's travels are illustrated by slides from the instructor's personal collection. *Prerequisite:* Religion 111.
Mr. Freed

311 Jesus in the First Three Gospels

An examination in depth of selected passages in the first three gospels using the techniques of source, form, redaction, and literary criticism. Special attention is given to the parables of Jesus. *Prerequisite:* Religion 111.
Mr. Freed

312 The Gospel of John

Chief emphasis given to the thought and content of the gospel itself. An effort is made to determine the background, purposes for writing, and destination of the gospel. The question of its relationship to the Synoptic Gospels and to the First Epistle of John is included. *Prerequisite:* Religion 111.
Mr. Freed

313 Judaism From 200 B.C. to 500 A.D.

The history, institutions, and religious ideas of the Jews from about 200 B.C. to 500 A.D. Jewish writings of the period, including some from Qumran and the Talmud, are studied as the primary sources of information. *Prerequisite:* Religion 101.
Mr. Freed

History of Religions

121 Church History: To the Eighth Century

A historical study of all groups who claimed the name "Christian" from the post-Biblical period to the eighth century. Theologies, liturgies, councils, heresies, schisms, and the outstanding participants are described and evaluated with the aid of primary documents.
Mr. Trone

122 History of the Medieval Church

This exploration begins with the Seventh General Council (787) and ends with the death of Pope Pius II in 1464. The Latin, the Orthodox, and the heretical traditions and institutions will be included in order to help the student understand Medieval practices and decisions which still inform churches today.
Mr. Trone

123 Church History: Fifteenth to Twentieth Century

A study of the pluralistic developments of institutional Christianity from the Reformation of the sixteenth century through the movements of Protestant Scholasticism, Pietism, Rationalism, Evangelicalism, Liberalism, Modernism, and Ecumenism.
Mr. Dunkelberger

127 Topics in History of Religions

An intensive study of a religious topic, problem, writer, or theme in the field of History of Religions.
Staff

142 Great Religious Personalities

A critical survey of major religious personalities, including founders, interpreters, and reformers in the great traditions, especially Christianity. The historical facts about the man, along with his message, mystique, and myths associated with him, are explored.
Mr. Dunkelberger

IDS 206 Byzantine Civilization

For course description see Interdepartmental Studies.
Mr. Trone

223 Christianity U.S.A.

An investigation of the institutional history, main ideas, and the leadership in the various churches of America from colonial times to the present. The development of the Jewish tradition in America will also be considered. The broad religious consensus, along with movements such as puritanism, pietism, revivalism, liberalism, and fundamentalism, is explored.
Mr. Dunkelberger

227 "Monks, Nuns and Friars"

A study of the rules and practices of religious orders for men and women: Latin, Orthodox, and heretical. The course will also include the art and architecture produced by these orders and some of the most famous monastic personalities. There will also be a visit to a monastery.
Mr. Trone

241 The Religions of South Asia

A historical and phenomenological study of the religions of South Asia, especially Hinduism, Hinayana Buddhism, and Islam. Some original sources in translation are investigated to promote understanding of religious ideas, institutions, and practices. Fulfills the distribution requirement in Non-Western culture.
Mr. Dunkelberger

242 The Religions of East Asia and West Asia

Primarily an examination of the varieties of historical and contemporary Buddhism. The class will also study some other religious traditions from east or west Asia that can be contrasted with Buddhism. Insofar as possible original sources in translation will be used. Fulfills the distribution requirement in Non-Western culture. Spring term every year.
Mr. Hammann

Religious Thought**131 Religion and Modern Man/Woman**

An exploration of the many ways in which religion expresses itself in the twentieth century. It is particularly concerned with the function of the Judeo-Christian tradition in modern western culture but includes insights from the religious traditions of Asia as they impact on the present day.

Mr. Dunkelberger

132 The Religious Meaning of Being Human in the Contemporary World

Study of the religious experience and patterns developed by the world's major religions from the perspective of man's nature and needs as these are reflected in current controversies, problems, decisions, and values. An analysis will be made of various ways of studying religion with an emphasis upon the phenomenological method and its relevance to the interpretation and understanding of religious phenomena.

Mr. Loose

133 Modern Issues, Religious Perspectives

Seeking out the most important questions of our time, the class will discuss controversial issues as they are currently taken up by writers with a religious point of view. The subjects and writings studied will change from semester to semester as new issues are raised and new answers attempted.

Mr. Trone

135 Religion in Fiction

An examination of the fictional representation of religious stories. The works of Renan, Kazantzakis, Graves, Lagerkvist, and others will be read.

Mr. Hammann

136 Religions From the Center to the Fringe

A historical and critical study of recent sectarian and cultic developments primarily in the West. Such movements as Ba'hai, Christian Science, Mormonism, Nichiren Shoshu, ISKCON, and Hasidism will be considered. The study will aim at understanding the religious characteristics as well as the social effects of these movements.

Mr. Hammann

137 Topics in Religious Thought

An intensive study of a religious topic, problem, writer, or theme in the field of Religious Thought.

Staff

138 Christian Humanism

Review of Christian ideas about human dignity, creativity, and responsibilities from some of the writers of the New Testament to modern thinkers in terms of Christian theology, worship, discipline, ethics, and structure.

Mr. Trone

IDS 211 Perspectives on Death and Dying

For Course Description see Interdepartmental Studies.

Mr. Moore

232 The Religious Meaning of Being Responsible in Contemporary Society

Religious interpretations of moral values and ethical theories will be studied from the perspective of determining responsible action for resolving moral problems reflected in current controversies, issues and decisions. In addition, students will be asked to examine the question as to whether or not human existence has an intrinsic, essential goal with a correlative prescriptive moral structure, so that deviation from this goal leads to self-destructiveness whereas compliance with the goal leads to creative self-fulfillment.

Mr. Loose

243 Mythology and Religion

Mythology and Religion have always been companions. The course will aim at understanding this friendship. Students will familiarize themselves with particular mythologies, ancient and modern, and will try to understand the connection with the associated religious traditions.

Mr. Hammann

IDS 312 Theology and Literature

For Course Description see Interdepartmental Studies.

Mr. Loose

332 History of Christian Thought: Fifteenth to Nineteenth Century

Beginning with late Medieval and Reformation theological expressions, the investigation continues with Protestant Scholasticism, Pietism, Rationalism, and Evangelicalism. Among others, the thought of Luther, Calvin, Loyola, Wesley, and Kant is considered.

Mr. Dunkelberger

333 Contemporary Religious Thought

Critical study of the primary theological literature of nineteenth and twentieth century Europe and America. Contrasts and continuity of themes, constitutive ideas, and movements in representative works by Schleiermacher, Kierkegaard, Bultmann, Tillich, Buber, Bonhoeffer, Altizer, Daly, and others are examined for the purpose of determining the basic presuppositions underlying the various texts.

Mr. Loose

464 Individualized Study for Majors

Under the direction of a member of the Department and in accordance with regulations adopted by the Department for majors a course of directed study and research.

Staff

Sociology and Anthropology

Professor W. Hook (*Chairperson*)

Associate Professors Emmons and Hinrichs

Assistant Professors Dugger, Freymeyer, and Loveland

Adjunct Instructor E. Siegel

Overview

Studies in the Department are directed toward understanding social organization and action and the role of culture in shaping human behavior. Reflecting the diversity of perspectives in sociology and anthropology, the courses present various, sometimes conflicting approaches. Some perspectives start with individuals in interaction with each other and focus upon how they develop meaningful social relationships, groups, and institutions. Other approaches focus upon the molding of individuals by various institutions, groups, and cultures or upon the functional or conflict relationships among various classes and subcultures. By emphasizing the scientific and comparative study of social institutions and cultures, the Department seeks to have students develop an understanding of social realities and to increase their competence in dealing critically and constructively with social problems and programs for social change.

The Department's goals are to contribute to the liberal arts education at Gettysburg College, to provide a solid academic foundation in sociology and anthropology for students interested in graduate study, to assist students in meeting their academic and career needs, and to acquaint all students who take our courses with the sociological perspective. The courses reflect the diversity of perspectives in sociology as a discipline and cover the core subject matter of the field.

Majors are prepared for graduate education in sociology, urban planning, law, communication, law enforcement, social work, criminology, anthropology, health care, theology, and library science, as well as for careers in teaching, business, and fields related to the graduate programs cited. The Department has an active chapter of Alpha Kappa Delta, the Sociological Honor Society. Emphasizing a commitment to experiential education, field trips, travel seminars, and a wide range of internships are available to interested students. A Student-Faculty Liaison Committee operates within the Department to provide a means to respond to the particular needs and interests expressed by the students.

Requirements and Recommendations

Sociology 101 is normally a prerequisite for all other sociology courses; and Anthropology 103 is considered a prerequisite for all other anthropology courses except 102. However, these prerequisites may be waived with permission of the instructor for students with some social science background. Exemption from Sociology 101 is possible through satisfactory performance in a written examination.

Students majoring in the Department will take a minimum of nine courses. Students must take Sociology 101, 302, 303, 304, 400, and one course in Anthropology. None of these courses may be taken S/U. Additionally, students must select a minimum of three courses from the remaining fall and spring semester departmental offerings. Sociology 301, 450, and 470 may not be included as one of the three electives for the major. Sociology 202, 203, 206, and 208 are recommended as being central to the discipline. One of the three electives for the major may be taken S/U with the consent of the adviser. Those majors who are interested in pursuing an Anthropology concentration may substitute, after consultation with the adviser and department chairperson, certain courses taken at Franklin and Marshall College in Anthropology for Sociology 304 and/or 400.

In response to varying needs, interests, and expertise of individual students and staff members, the Department provides means for students to pursue independent research and studies through Sociology 450, 460 and J 90, field work application or direct experience, and other opportunities to expand specialized interests. Sociology 460 or J 90 is a requirement for departmental honors, and students who want to be considered for honors should enroll in one of these two courses in addition to the six required courses listed above. Students are expected to take a comprehensive departmental examination during the spring semester of the senior year.

Supporting courses for the major are normally chosen from the social sciences and the humanities. Computer Science 105 is recommended as preparation for graduate study in sociology.

Students who are not majors in the Department may minor in either Sociology or Anthropology. Six courses are required for the minor in Sociology. Students must take Sociology 101, 302, and 304. The remaining three courses may be elected from fall and spring term departmental offerings, with the exception of Sociology 301, 450, 470, and Anthropology courses.

Six courses are required for the minor in Anthropology. Students must take Anthropology 102 and 103. Two additional courses must be elected from other Anthropology offerings (one of these may be Sociology 450, Individualized Study in Anthropology). One non-anthropology course must be selected from the list of courses that fulfill the non-western studies distribution requirement. One sociology course must be selected from the following: 202, 205, 206, 208, 209, 302.

Distribution Requirements

All fall and spring semester courses except Sociology 204, 301, 302, 303 and Anthropology 102 may be used toward fulfilling distribution requirements in social science. All courses in Anthropology except Anthropology 102 may be used to meet the Non-Western culture distribution requirement.

101 Introductory Sociology

Study of the basic structures and dynamics of human societies and the development of principles and basic concepts used in sociological analysis and research. Topics will include culture, socialization, social institutions, stratification, and social change.

Staff

201 Issues in Contemporary Society

Survey of social problems and of responses to social issues in such areas as vested interests, inequality, deviance, population, communications, health care, and civil liberties. An on-going analysis of issues in the news is included.

Mr. Emmons

202 Wealth, Power, and Prestige

Examination of social ranking and rating systems. Topics include social classes, social mobility, economic and political power, and informal prestige and fame.

Mr. Emmons

203 Population

Analysis of the human population, its size, distribution, structure, and change from the demographic perspective. Topics include: fertility, mortality, migration, demographic measurement techniques, population trends, and population issues and policies. Alternates with Sociology 208. Offered 1984-85.

Mr. Freymeyer

204 The Sociology of Popular Culture

Analysis of popular culture as a reflection of society, a factor in socialization, and an economic institution. Topics include: rock music, television, films, sports and games, toys, holidays, comics and cartoons, graffiti, popular literature, and advertising. Does not fulfill distribution requirement in social science.

Mr. Emmons

205 Sociology of Religion

Examination of the relation of religion and society. Topics include: definitions and theories of religion, sociological analysis of historical and contemporary religious groups, religious organization and behavior, religion and morality, religion and social change, sectarianism, and secularization.

Mr. Hook

206 Sociology of the Family

Analysis of the structure and continuing processes of marital relationships in American society with relevant comparisons from other cultures. Topics include: choice of marriage partner, ethnic and status differences, sex roles, alternative life styles, and aging. No prerequisites.

Mr. Hook

207 Criminology

Introduction to and delineation of the field of criminology. The course begins with a discussion of criminal law and the extent of crime and continues with a comprehensive examination of police, courts, and corrections. Theories of crime causation, criminal behavior systems, and victimology are also examined.

Mr. Hinrichs

208 Community and Urban Life

Study of communities from a sociological perspective with a major emphasis on urban areas. Topics include: historical development of cities, development of suburbs, urbanism as a unique way of life, city planning, metropolitan dynamics, and urban problems. Alternates with Sociology 203. Offered in 1983-84.

Mr. Freymeyer

209 Racial and Ethnic Relations in America

Comprehensive study of ethnic and minority relations with case studies of black Americans, white Protestant Americans, American Indians, and Chinese Americans. Discussion topics include prejudice and discrimination, immigration and assimilation, anti-defamation, ethnic politics, and the structure of the ethnic community.

Mr. Emmons

212 Sociology of Deviance

Examination of the concept of deviance and exploration of the various sociological theories and perspectives for viewing deviant phenomena. Sociological, biological, and psychological theories of causation are examined. There will be an in-depth analysis of alcohol and drug use, variations in sexual behavior, child abuse, and skid row.

Mr. Hinrichs

213 Political Sociology

Analysis of the role of power and of political institutions in social systems. Marxian, elitist, pluralist, and systems theories of the bases, distribution, and uses of power will be examined, along with studies of power relationships in organizations, communities, nations, and international relations. Attempts to change power relationships by mobilizing new bases of power and legitimacy are examined.

Ms. Dugger

217 Gender Roles and Inequality

Micro and macro level analysis of the role of women and men in contemporary society. Course centers on discussion of sex roles in today's world; social causes of sex role differentiation; the various forms of sexual inequality; and proposed solutions. Topics include socialization; the place of women in American educational, occupational, and political systems; and the women's movement.

Ms. Dugger

218 Sociology of Work

Analysis of economic, social, and organizational aspects of American work organizations. Topics include: industrialization and the historical development of the American occupational structure, social organization of work, career patterns and development, the future of work organizations. Special attention is given to theories of alienation and work place democracy as a proposed solution to alienation.

Staff

301 Sociology of Social Welfare

Discussion of the development of social work philosophy and practice with special attention given to its place in modern American society. Basic principles of social work are studied in relation to their operation in casework, group work, and community organization. Special areas of social work practices are examined. Does not fulfill distribution requirement in social science. Does not count toward the nine courses required for the major.

Ms. Siegel

302 Sociological Research Methodology

Examination of the research process, including planning and designing research and methods of collecting data. Fundamental issues of sampling, measurement, causality, and ethics will be considered for several techniques including survey research, participant observation, content analysis, and experiments. Does not fulfill distribution requirement in social science.

Mr. Freymeyer

303 Data Analysis and Statistics

Treatment of the analysis and reporting of quantitative data. The logic of data analysis, statistical techniques, and use of the computer will form the basis of the course. Does not fulfill distribution requirement in social science.

Mr. Freymeyer

304 The Development of Sociological Theory

Examination of the ideas and important contributions of selected theorists in the development of sociological thought. Special emphasis is given to Max Weber, Emile Durkheim, Karl Marx, George H. Mead, Talcott Parsons, and Robert Merton.

Mr. Hook

400 Seminar

Intensive investigation of one sociological topic under the direction of a member of the Department. The seminar is intended primarily for senior majors, but is open in special cases to juniors or well-qualified students majoring in other departments.

Staff

450, 470 Individualized Study

Independent study in fields of special interest outside the scope of regular course offerings. The consent of the Department is required.

Staff

460 Research Course

Individual investigation of a research topic in sociology or anthropology in the student's special area of interest under the guidance of a faculty member. The topic must be approved by the Department. The project culminates in written and oral presentations of a formal paper to the faculty. This is required for departmental honors and is open to juniors and seniors only.

Staff

Anthropology

102 Introduction to Bio-Cultural Anthropology

Survey of the major biological and cultural changes comprising human evolution. Topics discussed include: evolutionary theory, primatology, human paleontology, archaeology, old and new world prehistory, hunter-gatherers, sociobiology and race. Does not fulfill distribution requirement in social science or Non-Western studies.

Mr. Loveland

103 Introduction to Social-Cultural Anthropology

Comparative study of human social and cultural institutions utilizing a series of ethnographies of non-western cultures at different evolutionary levels. The concepts, methods, theories, and history of the discipline will be discussed.

Mr. Loveland

210 Social and Cultural Change

A study of several theories and contemporary trends and movements of social and cultural change, with an emphasis on the role of change agents, planning, and images of the future in guiding organizational and social change.

Mr. Loveland

211 American Indians

Introduction to the traditional aspects of Native American cultures by examples drawn from the major culture areas of the Americas. The present day situation of Native Americans will be discussed.

Mr. Loveland

215 Culture and Personality

Examination of the influence of culture in shaping the personality of the individuals in non-western societies. The course will include the following topics: psychoanalytic theory, dreams, cross-cultural research, socialization, personality development, modal personality, mental illness, and the effects of social change upon personality. Ethnographic examples from a variety of cultures will be utilized. Alternates with Anthropology 220. Offered 1983-84.

Mr. Loveland

216 Introduction to Medical Anthropology

Study of systems of belief and knowledge utilized to explain illnesses in various cultures and attendant systems of curing. Topics discussed include: hallucinogens, shamanism, curing, sorcery, witchcraft, herbal medicines, and the modern American medical system. Ethnographic examples are drawn from a variety of cultures.

Mr. Loveland

220 World Cultures

Comparative analysis of societies in different areas of the world with respect to a particular problem. The current focus is religion and culture. Ethnographic examples used in the course will include: Ndembu, Rama, Garinagu, Sioux, and other selected societies. Alternates with Anthropology 215. Offered in 1984-85.

Mr. Loveland

Spanish

Associate Professor Hernández (*Chairperson*)
 Assistant Professors Burgess, C. Hendrickson, Jackson,
 Kostopulos, Olinger-Rubira, and Weaner
 Instructor Shelly
 Adjunct Assistant Professor Williams

Overview

The ability to speak and understand a language other than one's own, and to have insight into the artistic and cultural heritage of other peoples of the world is considered an integral part of a liberal arts education. The Department, through a strong core of basic courses, gives students facility in the use of spoken and written Spanish and some knowledge of its literature and cultural history. The oral-aural method of modern language teaching is stressed in the classroom and all courses are conducted in Spanish. Laboratory facilities in the Library Learning Center complement classroom instruction. The first year language courses require one hour a week in the laboratory.

Advanced level courses in literature and civilization are designed to give students an in-depth understanding and appreciation of the literature and cultures of the Hispanic peoples. Students are encouraged to study in a Spanish speaking country and opportunities are offered through January Term courses or Junior year abroad programs with approved colleges.

Courses in the Department provide sound preparation for graduate study, teaching, or careers in government, business, or social work. Since the largest minority group in the United States is Spanish speaking, the Department feels that a knowledge of Spanish and an understanding of the Hispanic cultures is of increasing importance.

Requirements and Recommendations

Requirements for a major in Spanish include 8 courses above the 206 level. Specific requirements include Spanish 301, 302, 305, 306, 307. One January Term and one individualized study may be counted toward the major. These requirements may be waived at the discretion of the Department.

Requirements for a minor in Spanish include 6 courses above the 202 level, and must include Spanish 301-302, and no more than one course from 205, 206, and 245. Students may include Spanish 202 for the minor, if they have begun language study at the elementary or intermediate level at Gettysburg College.

Distribution Requirements

Prior to their first registration at the College, all students receive pre-registration materials which give detailed instructions on language placement and fulfilling the distribution requirement in foreign languages. The

following courses may be counted toward the distribution requirement in literature: Spanish 205, 206, 305, 306, 307, 320, 321, 322, 324, 325, 326. Some courses to be used toward this requirement are offered in January.

The distribution requirement in foreign languages may be fulfilled by successful completion in Spanish 201-202, 205, 206 or a course at the 300-level or above. Achievement equivalent to 201-202 may be demonstrated by an Advanced Placement Examination or a Departmental Qualifying Examination given during the initial week of fall term. Spanish 205 or 206 satisfy the foreign language requirement and at the same time count toward the literature requirement. The courses, which are complete as individual units, emphasize intensive reading of complete works in literature for comprehension and analysis of style. Students who choose this alternative should have adequate preparation in reading of significant amount of prose of various literary periods. A student who shows unusual proficiency in 201 may, with the consent of the Department Chairperson, take 206 and thereby fulfill the language requirement and half the literature requirement.

Special Facilities

Language Laboratory in Musselman Library Learning Resources Center.

Special Programs

See *Junior Year Abroad*.

101-102 Elementary Spanish

Elements of understanding, speaking, reading and writing Spanish. Use of language laboratory is required.

Enrollment limited to those who have never previously studied Spanish. Students can not receive credit for both 101 and 103; 102 and 104.

Staff

103-104 Fundamental Spanish

Fundamentals of understanding, speaking, reading, and writing Spanish. Use of language laboratory is required.

Enrollment is limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination. Students can not receive credit for both 101 and 103; 102 and 104.

Staff

201-202 Intermediate Spanish

Practice in oral and written expression, grammar review, readings, and discussions of Spanish writing as contact with Hispanic Culture. Enrollment is limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

205-206 Readings in Spanish and Spanish American Literature

The course is conducted in Spanish with the dual objective of comprehension of material and reading of Spanish and Latin American literature of cultural and literary merit. Enrollment is limited to students who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

Staff

245 Spanish Conversation

Conversation course beyond the intermediate level with emphasis on everyday, applied usage of the language for nonliterary purposes. *Prerequisite:* successful completion of the language requirement. Limited enrollment of twelve students. Counts toward the minor but does not count toward the major. Does not fulfill the language requirement. To be offered annually, fall term.

Staff

301, 302 Spanish Composition and Conversation

Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level.

Staff

305, 306 History of Spanish Literature: Origins to 1700; 1700 to Present

Development of the poetry and the prose, the literary features of the masterpieces of the literature of Spain from the eleventh century to the present.

Prerequisite: Spanish 202 or its equivalent. Alternate years. 305 Fall of 1984; 306 Spring of 1985.

Staff

307 History of Spanish-American Literature

Study of the essay, short story, and poetry of Spanish-America from the Pre-Columbian era until today. Readings and discussions of the masterpieces of the last five centuries. *Prerequisite:* Spanish 202 or its equivalent.

Alternate years. Offered Spring 1984; Fall of 1985.

Staff

310 Spanish Civilization

Study of the history, art, society, politics, and economy of Spain from the earliest times to the present. Fulfills the distribution requirement in history, philosophy, or religion.

Prerequisite: Spanish 202 or its equivalent. Alternate years. Offered 1983-84.

Staff

311 Latin American Civilization

Study of the history, art, society, politics, and economy of Latin America, from Pre-Columbian times to the present. Fulfills distribution requirement in history, philosophy, or religion. *Prerequisite:* Spanish 202 or its equivalent.

Alternate years. Offered 1984-85.

Staff

312 Latin American Civilization (in English)

History of Mexico, Central America, and South America from Pre-Columbian times to the present. The dynamics of contemporary life will be seen through the meeting of two major cultures, the Iberian and the indigenous. Readings and discussion will be done in the areas of history, art, religion, economy, and social change of selected countries. Fulfills distribution requirement in history, philosophy, or religion. *Prerequisite:* interest in understanding other societies of this small world. Alternate years. Offered 1983-84.

Staff

320 Lyric Poetry

A study of Spanish lyric poetry through the ages. The course will concentrate on the interrelationship of form, content, and idea, noting major influences upon the poetry of each period. Appreciation is considered a major goal of this course and much poetry will be read orally and discussed. Alternate years. Offered 1983-84.

Staff

321 Prose of the Golden Age of Spain

Spanish prose masterpieces, principally the novel with special emphasis on Cervantes. Alternate years. Offered 1984-85.

Staff

322 Theatre of the Golden Age of Spain

Development and characterization of the Spanish Theatre with emphasis on the three masters: Lope de Vega, Tirso de Molina, and Calderón de la Barca. Alternate years. Offered 1983-84.

Staff

324 Contemporary Spanish-American Novel and Short Story

A study of the works of representative twentieth century Latin American novelists and short story writers of social and literary importance. Alternate years. Offered 1984-85.

Staff

325 Nineteenth Century Spanish Prose

Studies in the essay, drama, short story, and novel romanticism, costumbrismo, realism, and naturalism. Alternate years. Offered 1983-84.

Staff

326 Twentieth Century Spanish Prose

Studies in the essay, drama, short story, and novel beginning with the "Generación del 98" and ending with post Civil War Literature. Offered 1984-85.

Staff

400 Seminar

Intensive study of a particular aspect of Spanish or Latin American literature, civilization, or culture to be determined by the instructor in consultation with students and intended for upperclass majors. *Prerequisites:* Permission of the instructor and approval of the Department Chairperson. Offered every year.

Staff

Individualized Study

Guided reading or research under the supervision of a member of the staff. *Prerequisites:* Permission of the instructor and approval of the Department Chairperson.

THUS (The Harrisburg Urban Semester)

301 Urban Semester Internship

An internship in a government department, social welfare agency, or private firm. Each student works twenty-five hours per week and is usually assigned a long-range project. In most internships, students are treated as newly-appointed junior staff members. This course must be taken S/U.

302 Urban Internship Paper

A lengthy analytical paper integrating the internship experience with academic theory. The paper offers a vehicle for going outside of the specific office of work to learn more about the total activities of the agency and the relationship of the agency to the city and/or state.

305 Urban Affairs Seminar

A course providing a multi-disciplinary analysis of the major problems of American cities and a review of the alternative public policy prescriptions put forth by radicals, liberals, and conservatives to deal with those problems.

307 Seminar: Media and Society

An examination of the role of media as one of the key binding elements of society, media's impact on life-style and government, and the methods of becoming a discerning consumers of media. In addition to course readings, the seminar relies heavily on evaluating and analysis of daily personal contact with media, guest lecturers from local media, and some on-site media facility tours.

308 Seminar: Creating the Helping Relationship

A course to teach basic intervention skills useful in working with individuals and groups including decision-making processes, treating depression, interviewing, developing self-esteem, group dynamics, and experiential group exercises. In addition, the course will cover burnout, time management, mental health intervention, and stress management as they relate to the work situation.



GETTYSBURG

Campus
Life

Student Life

The College recognizes that students develop not only intellectually, but emotionally, physically, socially, and spiritually as well. The Student Life Division, an administrative division within the College, has as its central purpose the provision of an environment, programs, and services which enhance the students' liberal education. Under the direction of the Dean of Student Life, the Office of Student Life, College Union, Counseling Services, Career Services, and Health Services together compose the Student Life Division.

Office of Student Life

The Office of Student Life strives to help students improve the quality of their lives outside of the classroom. This is accomplished by providing a variety of programs and services. The Office of Student Life staff assist students in the following areas:

Information. Students require information about many opportunities available to them. The Office of Student Life answers student questions about the College, or, when appropriate, will refer students to the proper source for information.

Advisement. Members of the Student Life staff work with various student organizations, providing them with guidance and training in leadership skills.

Living Accommodations. The many opportunities for on-campus living are administered through the Office of Student Life. An undergraduate staff of residence coordinators and resident advisers is supervised by the Assistant Dean.

Change. Any healthy educational institution must continually undergo change. Students often provide the invaluable input which leads to change in policies, programs, and services. By working cooperatively with Student Life administrators, students have successfully initiated changes in residential options, dining options, informal educational programs, facilities, and numerous rules and regulations.

Publications. On an annual basis, the Office of Student Life staff works with students in publishing the *Student Handbook* and *Spectrum*, the College yearbook.

Research. In order to improve its services and programs, the Office of Student Life often collects data on student needs, attitudes, and evaluations. Recently, research has been conducted on living accommodations, residence hall visitation options, dining plan options, and alcohol use.

Discipline. The Dean of Student Life is responsible for the non-academic discipline of students. Staff members work with the faculty and student members of the Student Conduct Review Board to uphold the regulations of the College and to protect the rights of the individual.

Residential Life

Residential life at Gettysburg College has a major impact on the total development of the student. The residential environment (persons, policies, and facilities) promotes the formation of a community and encourages the styles of life which are conducive to the development of respect for the individual and the society in which the student lives. During a student's years at Gettysburg College, commitments are often made concerning personal values and occupational choices, role identities, the development of personal responsibility, and philosophy of life. The residential program attempts to provide opportunities for examining these areas of concern.

Recognizing the impact of environment on development, Gettysburg College requires all students (unless married or residing with their families) to live on campus. Exemptions from this requirement are granted only by the Assistant Dean of Student Life. Carefully selected student resident advisers and residence coordinators work closely with the students, assisting them in planning a variety of programs for the residence halls and helping them resolve problems in group living. These advisers participate in an on-going training program which enables them to help other students adjust to the environment. Students living in residence halls also have the opportunity to work with members of the faculty and administration in setting regulations which apply to all College residencies.

Gettysburg College offers a variety of options in living environments. The students can choose to live in one of ten residence halls varying in occupancy from 54 students to 158 students, and co-education and single sex halls. Each of the halls exercises a different visitation policy. The visitation policies are predetermined from the following options:

Option A - Open Visitation from 10 A.M.-12 midnight, Sunday through Thursday.
10 A.M.-2 A.M., Friday and Saturday

Option B - Open Visitation from 10 A.M.-12 midnight, Sunday through Thursday.
24 hours, Friday and Saturday

Option C - Open Visitation, 24 hours - Sunday through Saturday

Another living opportunity exists in special interest housing for students who wish to live together and work on a project of mutual interest throughout the academic year.

Also included as an optional living environment, is the opportunity for sophomore, junior and senior men to live in a fraternity house on or near campus.

Most of the student rooms are double occupancy, however a few single rooms are available and some rooms are large enough for three or four people. Each student is provided with a single bed and mattress, a dresser, and a desk and chair. Students provide their own pillows, bedding, spreads, study lamps, and window curtains. Students may, through the Penn Linen & Uniform Service, Inc., rent linens for an annual fee; weekly laundry of the linen is included in the rental fee. Coin operated washers and dryers are available on the campus for student use. The use of television sets and refrigeration units is permitted in student rooms; refrigeration units may have a capacity of not more than 3 cubic feet. Rental units are available. Cooking units are not permitted in student rooms.

Greek Life

Both fraternities and sororities have a long-standing history on the Gettysburg College campus. Presently there are twelve active social fraternities and seven active social sororities. All of these groups are nationally affiliated.

The fraternities, which have individual houses either on or near the campus, offer an alternative living option to their members. The sororities, by their own choice, do not have houses but each has a chapter room in a central location which serves as a meeting and socializing place for the group.

In addition to providing one social outlet for their members, Gettysburg's fraternities and sororities serve the campus and community with beautification campaigns, blood drives, Christmas parties for local children, and other philanthropic activities.

Dining Accommodations

All freshmen and sophomores, with the exception of those living at home, are required to enroll in a College approved dining option. Fraternity members and pledges may take their meals at fraternity houses. Juniors and seniors have the option of taking their meals in a college dining option or they may eat elsewhere.

Student Conduct

Every community has certain regulations and traditions which each member is expected to abide by and uphold. Perhaps a college campus community, even more than others, depends upon members who are mature and have a sense of responsibility. Only in such a community of responsible citizens can there be an atmosphere established which will contribute to the liberal arts education.

Consequently, the student who fails to support the objectives of Gettysburg College forfeits his or her right to continue to attend the College. The College reserves the right to dismiss any student whose conduct is detrimental to its welfare or whose attitude is antagonistic to the spirit of its ideals. Such an individual forfeits all fees which he or she has paid. Living groups or organizations formally approved by the College are subject to the same regulations as individual students.

Believing that it is sensible and proper for all students to be fully aware of their obligations and opportunities as Gettysburg College students, the College publishes a statement entitled, "The Rights and Responsibilities of Students". This document is the result of discussions and conclusions reached by a student-faculty-administrative committee. It deals with such questions as the academic, citizenship, and governance rights and responsibilities of students. It is published annually in the *Student Handbook*.

The *Student Conduct Review Board* handles student violations of College policies, including individual or group violations of College rules. The Board is composed of the President of the Student Senate, representatives of the Interfraternity and Panhellenic Councils, and other students elected by the student body. Members of the faculty and administration also participate as voting members on the Board. The rights of the accused, as well as the procedures of the Board, are found in the *Student Handbook*.

Before a student decides to apply for entrance into Gettysburg College, he or she should be aware of the rules governing student conduct. A complete copy of the rules and regulations may be obtained by writing to the Dean of Student Life.

College Union

The College Union is the center of student activities and an informal laboratory for leadership training. Through a myriad of services, activities, and the Student Activities Council, the College Union offers many opportunities for students to involve themselves in activities at all levels in both participatory and leadership roles. The opportunity to assist with the development of interpersonal and leadership skills, and work with faculty, administrators, and students in initiating cultural, educational, recreational, and social programs are the priorities of the College Union staff.

Located in the College Union are meeting rooms, offices for student organizations, recreational facilities including a pool and bowling alley, the College Store, an art gallery and showcases, photo darkroom, and a 2,000 seat ballroom. The Bullet Hole (snackbar), which is student operated and managed, provides for the development of aspiring business managers while offering an outstanding service to the campus. The Gangplank is an informal gathering place for students to meet, relax, study, and listen to music, both live and recorded. Pinball machines, billiards, electronic games and a snackbar are all located here. This multipurpose room may be used for dances, speakers, small group discussions, movies, and theatrical performances.

Among the many services provided by the professional and student staff of the College Union are: information about campus and community activities; film passes and ticket sales; camping equipment and bike rentals; travel information; xerox, mimeo and sign press services; lost and found; and newspaper subscription services.

Hours of Operation

College Union -

Monday thru Friday 8 a.m. to midnight

Saturday 8 a.m. to 1 a.m.

Sunday noon to midnight

Gangplank -

Saturday thru Friday 10 a.m. to 11:30 p.m.

Sunday 2 p.m. to 11:30 p.m.

The *Review Board* is the policy making body for the College Union. The Review Board deals with issues regarding scheduling, space allocation, house rules, and general policies and procedures for the College Union.

While the facilities and services offered by the College Union contribute largely toward making it a comfortable place for students to go, the programs initiated by the Student Activities Council (SAC) reflect the Union staff's philosophy and goal to provide meaningful and enjoyable cultural, educational, recreational, and social opportunities to challenge and complement the curriculum at Gettysburg College. SAC sponsored programs are supported by student controlled funds. SAC is composed of the following committees: Art Appreciation, Coffeehouse, Concert, Dance, Films, Gangplank, Ideas & Issues, Public Relations, Recreation, and Special Events.

Student Government

Students participate in College governance by serving on various College, class, and faculty committees; through participation in Student Senate, class, residence hall, or fraternity meetings; and by exercising their right to vote in campus elections.

Student Senate

Student activity fee money is distributed to student organizations by the Student Senate. Currently the Senate provides financial support to a large number of existing clubs and organizations. New groups may be formed by interested students. The Student Senate, which is the principal unit of student government, works in cooperation with the administration and faculty to bring the campus community a well organized and democratic form of student government. It represents the students in formulating many College policies and works to promote cooperation among administration, faculty, and students.

Student Life Council

The Student Life Council is an organization composed of members of the student body, faculty, and College administration. This Council has responsibility for studying matters and developing policies pertaining to student life and student conduct. Business may be brought to the Council or legislation proposed by any member of the College community. Major issues are debated in Student Senate and in faculty meetings before resolution by the Council. The Council's decisions are reviewed by the President and, at the President's discretion, by the Board of Trustees prior to implementation.

Honor Commission

The Honor Commission is a student organization which was authorized by the constitution of the Honor Code adopted at Gettysburg in 1957. The Commission is composed of ten students, aided by three case investigators, six faculty advisers, and a member of the staff of the Office of Educational Services. It is their function to promote and enforce the Honor Code at Gettysburg College, to secure the cooperation of students and faculty to these ends, and to adjudicate allegations of Honor Code violations.

An extensive program has been instituted to acquaint incoming students with Gettysburg's Honor Code. Started during the summer with orientation correspondence, the program is culminated in the fall with an explanation of the Honor Code's precepts, followed by a required test on its procedures and principles. The Commission also strives to reinforce the principles of the honor system within the entire student body. More information is available in a separate booklet published by the Honor Commission. Those interested in receiving a copy should write to the Dean of Educational Services.

Interfraternity Council

An important part of the responsibility for governing fraternities at Gettysburg College is assumed by the Interfraternity Council, an organization composed of the President and one representative from each social fraternity. This Council formulates and administers general regulatory policies by which fraternities must abide. It serves as the representative of the social fraternal groups to the student body, the College, and the community of Gettysburg. During the school year the IFC sponsors a variety of campus social and social service activities.

Panhellenic Council

Important responsibility for governing the sorority system at Gettysburg College is assumed by the Panhellenic Council, to which each social sorority sends two student representatives. This Council establishes and enforces the Panhellenic "rushing" regulations and functions as a governing body in matters involving sororities and intersorority relations.

Programming and Student Activities

In addition to the programs sponsored by the Student Activities Council and College Union staff, the College Union often hosts many of the other major activities which are sponsored by campus groups. Among these are the Lecture Committee, Performing Arts Committee, and Convocation Committee as well as various dramatic and musical organizations.

The lecture program, sponsored by a faculty lecture committee, brings well known scholars and outstanding figures in public life to campus each year. In this way, the College extends the student's view beyond the confines of the College community. In addition to the general lecture series, the following special lectures are given regularly:

The Robert Fortenbaugh Memorial Lectures - An endowment provided by Clyde E. (1913) and Sara A. Gerberich supports a series of lectures and other programs in the Department of History. Each year an authority on the Civil War period has lectured on a topic related to those years. These public lectures are presented in November to coincide with the anniversary of Abraham Lincoln's Gettysburg Address.

Musselman Visiting Scientist - A fund provided by the Musselman Foundation in honor of Dr. John B. Zinn, former Chairman of the Chemistry Department, supports an annual three-day visit by a renowned scientist to the Chemistry Department.

Stuckenberg Lecture - A bequest from Mary G. Stuckenberg in memory of her husband, the Rev. J.H.W. Stuckenberg, enables the College to sponsor a lecture in the area of social ethics.

Bell Lecture - A fund from the estate of the Rev. Peter G. Bell (1860) was given to the College to establish a lectureship on the claims of the gospel ministry on college men. The main object of this fund is "to keep before the students of the College the demand for men of the Christian ministry and the condition of the age qualifying that demand."

The Henry M. Scharf Lecture on Current Affairs - A fund provided by Dr. F. William Sunderman (1919) in memory of Henry M. Scharf, alumnus and member of the College's Board of Trustees from 1969 to 1975, is used to bring a recognized authority or scholar to the campus each year to speak on a subject of timely interest.

January Term Lecture Series - Every January there is a College Lecture Series. The lectures are held every afternoon, Monday through Friday. The lectures are given by faculty, administration and guest lecturers.

The college encourages students to experience and to participate in various performing arts and provides an opportunity for those with special talent to develop and share that talent.

Faculty Performing Arts Committee - Each year recognized professional groups and individuals present to the campus performances of dance and drama, as well as vocal and instrumental music.

The Gettysburg College Choir - Internationally recognized, it appears at special services and gives concerts on campus. Each year it makes a ten-day concert tour, presenting concerts in churches and schools. Choir members are selected through auditions.

Chapel Choir - During the year it performs at chapel services, special services, and concerts. Members are selected on the basis of ability and willingness to meet the rehearsal and service requirements.

Women's Chorus - The Women's Chorus exists to give those who so wish an opportunity to sing music written for women's voices. This group investigates and performs the best literature of this genre. The Women's Chorus also presents several concerts throughout the year and participates with the College and Chapel Choirs in oratorio and festival type works with orchestra.

Chamber Choir - A sixteen-member vocal ensemble studying vocal and choral techniques, repertoire and performance practice. Bachelor of Science vocal majors are required to participate. All other choir members are eligible to audition for membership.

Band - The Gettysburg College Band opens its season with a marching band camp in preparation for performances at football games, pep rallies, parades, and convocations. The Band also hosts an annual High School Band Day at a home football game.

At the conclusion of marching band season symphonic band rehearsals begin. Besides home concerts, an annual tour is taken to nearby communities and neighboring states.

The offering of small ensembles remains a vital segment of the overall instrumental program. Clarinet choir, brass ensemble, and jazz ensemble are open for membership to Band members and meet on a weekly basis.

Orchestra - The Orchestra performs concerts throughout the academic year. Membership is open to all students who have the necessary proficiency. Auditions are held at the beginning of each school year.

The Owl and Nightingale Players Each year this distinguished group of performers stage three major productions under the leadership of the College's Director of Theatre Arts. Their program is a varied one: each four-year season usually includes plays by Shakespeare, Shaw, Moliere, and O'Neill, as well as Broadway musicals and works by contemporary dramatists. On occasion, productions are toured to regional schools and to other college campuses.

Laboratory Theatre Lab Theatre produces a dozen one-act plays each year, many of which are frankly experimental and some of which are the work of campus playwrights.

Otherstage In addition to sharing the facilities of the black box Studio Theatre with Lab, this troupe performs its short plays at other areas both on campus and in the community. Their work encompasses Lunchtime Theatre, Street Theatre, and Children's Theatre.

In each of the theatre groups, students are afforded the opportunity of gaining experience in all areas of theatre, from acting and directing to scene design, lighting, and costuming.

Gettysburg Summer Theatre Now in its fourteenth season of offering cultural stimulation as well as refreshing entertainment to both campus and community, the Theatre, with its company of professional performers, provides the focus for the Theatre Practicum. This is a college credit course: students herein enrolled serve in supporting roles and assist in the technical aspects of the theatre's life. The company offers an interesting balance of modern classics, Broadway and Off-Broadway hits, and avant garde works not generally performed in summer theatre.

Artist-in-Residence During the year, usually in the January Term, the College invites professional performing artists to the campus for one-month residencies. Drawn from music, theatre, and dance, the Artists-in-Residence work with interested and talented students in workshops as well as in rehearsals and, ultimately, in performance.

Campus Communications

Every community needs to keep its members in contact with each other and with the rest of the world. On the Gettysburg campus student communication media not only inform the members of the community, but also afford students an opportunity to express their ideas effectively and to learn the practical necessities of producing newspapers, radio broadcasts, magazines, and yearbooks.

The Gettysburgian The College newspaper is staffed by students who are responsible for editing, feature writing, news writing, layout, personnel management, subscription management, and circulation. This newspaper is published weekly and carries news, feature articles, and editorials concerning activities on and off campus.

The Mercury The poems, short stories, and illustrations published in *The Mercury* are contributed by students. The student editorial staff encourages creative writing within the campus community.

The Spectrum A pictorial essay of life on campus is featured in the College yearbook. Staffed by students, the yearbook offers the opportunity for creativity in design, layout, photography, and writing. *The Spectrum* covers the full academic year, including commencement weekend. It is mailed to graduating seniors and distributed to underclassmen early in the fall term.

WZBT The College radio station (91.1 megacycles) has been the voice of the campus for many years. WZBT operates as a noncommercial, educational FM radio station over the public airwaves and under FCC regulations. The station is student staffed and broadcasts a variety of programs from its fully equipped studios in the College Union. WZBT is organized like a professional radio station and offers positions for announcers, disc jockeys, newscasters, engineers, music librarians, and typists, as well as jobs in production, continuity, and advertising. A student Executive Committee supervises the daily operation of the station, and a Board of Overseers composed of students, faculty members, and administrators, establishes general policy for the station.

Opportunities for students to pursue their special interests also exist through the long list of clubs and organizations on the campus. Among the list are BACCHUS, Chess Club, Minority Student Union, Outing Club, and Photo Club. Various other opportunities are available in Departmental and Professional Clubs and Honorary Societies.

Counseling Services

With the goal of promoting the emotional well-being of all members of the Gettysburg College community, the Counseling Services staff, located in the health center, offers a number of services and a wide variety of programs. These activities are concerned with helping students grow to become effective, self-directing adults, and with teaching them the skills necessary to deal with their personal problems and feelings so that they can benefit as much as possible from their educational experience.

One of the services offered by the College's professional counselors is individual counseling. They work with students in a confidential relationship teaching them how to approach their problems and how to resolve them. Some of the types of things students talk to counselors about are their morals and values, academic pressure, study habits, concerns about their sexuality, relationship issues, problems with friends and roommates, their goals and plans, difficulties at home, feelings of depression and lack of motivation, and how to become the kind of person they want to be. While much counseling involves solving problems and changing, its focus is often simply helping a student to better understand himself or herself.

Counseling Services also offers a number of topic oriented group experiences which teach skills that students can use to improve their experiences on campus and assist them when they leave Gettysburg. Group experiences that are regularly offered are designed to teach assertiveness skills, communication skills, relaxation, improved study habits, how to approach weight difficulties, build self-esteem and to cope with separation. Other group experiences are created based on campus need and interest.

An audio tape library is available in the Counseling Office for students interested in self-help for a variety of interests.

When appropriate, the Counseling Service also functions as an information and consulting service working with students and others on a variety of campus programs and projects to improve the environment. Members of the Counseling staff teach, conduct research, and work closely with faculty, administration, and parents on issues of student concern.

The college is significantly concerned with the rise in the use and abuse of alcohol and other drugs by young persons in our society. Accordingly we provide the campus community with a program of alcohol and drug education which includes prevention programming, help for problem users, support groups for recovering persons, and various awareness presentations. A trained Alcohol Education Coordinator is available to the campus community to develop and maintain appropriate educational programs and to counsel with individuals.

All Counseling Service activities are free and available to Gettysburg College students. It is the Counseling staff's desire that their services complement the college's academic program and their hope that for many students they will be an integral part of their educational experience.

Career Services

The Career Services Office seeks to perform two primary functions: 1) to assist students in making and acting on career decisions; 2) to promote an awareness of Gettysburg College and a receptivity to Gettysburg students among individuals and organizations beyond the college community. Relatedly, the office provides a diverse and comprehensive program to support students in planning and implementing the next step after graduation. Core group-based programs include the First Step Orientation Session, which focuses on the career decision-making process, the workshops on job hunting, resume writing, interviewing skills, and the graduate school selection process. Examples of additional programs designed to correspond to the various phases of the career development process (decision-making, planning, and placement) are workshops dealing with values and skills identification, dual career couple planning, and the process of making an effective transition to life after college. Individual assistance is also available. Both group-based and individual help provided by Career Services are evaluated very favorably by student participants.

The office also maintains a career library which includes employer literature, graduate school directories, and self-instructional materials. A special feature of this library is a series of taped interviews with Gettysburg alumni employed in a wide array of careers. These interviews convey both career information and suggestions for students interested in pursuing the type of work involved.

Seniors may take advantage of interview opportunities provided by employer and graduate and professional school representatives who visit the campus annually.

All students are encouraged to become involved with the Career Services Office early in their college careers in order to learn more about both the relationship between the liberal arts and career development and means of working toward a satisfying post-graduation involvement. More specifically, the following sequence of activities is recommended. During the freshman year, exposure to many aspects of the college experience, both academic and extracurricular, may be gained, and interests and skills may be expanded. The sophomore year represents a time for beginning the formal exploration process by learning more about both one's values, interests, and skills and career opportunities. The First Step Orientation Session is strongly recommended at this point. During the junior and senior years, career decisions should be made final, and action plans for pursuing the desired goals should be developed and implemented. While this sequence is an ideal one, Career Services staff members are sensitive to other timetables which may exist for students based on individual differences. Consequently, assistance is available to students throughout their time at Gettysburg.

Career Services also conducts a follow-up study of each graduating class to learn more about the members' post-graduate experiences. The most recent data provides information about the Class of 1981. Seventy percent of the class responded to the survey. Over 95% of this group assigned positive ratings to the preparation they received at Gettysburg and 89% expressed satisfaction with their current job or educational program. Members of the class pursued a wide range of post-college involvements including jobs such as museum technician, marketing manager, computer programmer, social worker, and congressional case worker and further study in fields such as law, medicine, business, and theology. Examples of organizations where graduates obtained employment are Arthur Andersen and Company, Bell of Pennsylvania, Dun and Bradstreet, Procter and Gamble, and the Smithsonian Institution, and examples of educational institutions attended include Dickinson Law School, Duke University, Pennsylvania State University School of Medicine at Hershey, University of Pennsylvania, and Yale University.

Health Service

The College maintains a health service for the benefit of all students. The objective of the health service is to maintain the physical and emotional well-being of the student and to provide necessary continuing medical care begun at home. Medical information and health records are not part of the student's College record and are confidential.

The health service requires that a questionnaire and physical examination be completed prior to entrance in the College. If the student has had any illness, surgical procedure, or injury which might modify or prevent his or her participation in physical education, the family physician must stipulate in writing the nature of the injury and the limitations on activity.

A health center which includes a 20 bed infirmary is staffed by registered nurses and physicians. Students whose medical problems cannot be managed by the staff are referred to local specialists or the physicians chosen by the student or family. If serious illnesses or accidents occur, the family is notified by telephone.

Religious Life and Chapel Programs

The Gettysburg College Chapel Programs offer students opportunities to grow in the understanding and practice of their own religious traditions, to appreciate the religious traditions of others, and to better understand and integrate the relationship between faith and reason. Completely voluntary, the Chapel Program attracts students and faculty members of various religious backgrounds, provides spiritual nurturing, and assists in the exploration of religious disciplines.

Corporate worship is an important part of the Chapel offerings. Students from a variety of traditions join together in worship at Christ Chapel each Sunday. Led by the College Chaplains, the service often features noted speakers. The Chapel Choir offers anthems and liturgical music, and students often assist in the worship. In addition to the College Chaplains, a Roman Catholic priest is available to students and holds Mass each week. A Quaker service is held in the Planetarium on Sunday mornings. Students are also welcomed in the various churches of the Gettysburg community, and local ministers participate in Chapel worship through the year. Other worship opportunities on campus include the *Morning Light* service of readings, prayer, silence, and music offered weekdays before classes and the Wednesday Evening Communion Service in Christ Chapel.

The Chapel Programs are coordinated by the Chapel Council—a voluntary group of students from all classes. Meeting weekly, these students examine discipleship in light of current issues. Guest resource persons, films, and group discussions enhance these meetings. Committees of the Chapel Council also include The *Tutorial Program* which arranges for students in local schools to be tutored by Gettysburg students; The *Community Services Program* which involves students in visitation to local homes for the aged and mentally handicapped; The *Big Brother/Big Sister Program* in the Gettysburg community; The *Social Justice Committee* which examines a commitment to peace and human rights issues; The *Worship and Music Committee* which plans for services in Christ Chapel; The *Lecture Committee* which sponsors outstanding speakers and a *Resident Theologian's visit* each year, and *Junto*—a journal of student opinion published regularly throughout the year.

Other offerings of the Chapel Program include annual field trips to investigate the work of the Church in an urban setting and *Awareness Trips* jointly sponsored with the Sociology department. Recent trips have included visits to Appalachia, John's Island, South Carolina, and month-long January Term expeditions throughout the south and to Indian reservations in the west. The Chaplains also administer a program of *Service/Work/Study Internships* during the January Term utilizing the world wide structure of the Lutheran Church in America.

Communités Of Risk—groups of up to ten students and a resource person—agree to meet for one overnight each week at the Dean's Conference House and explore more fully what it means to be human and in community. *Search* is a common interest group similar to *COR* but with the specific goal of examining Christian community. *Pre-Seminary Students* meet monthly to support each other while exploring the Church professions. *Chai* is a common interest group for persons interested in Jewish culture and meets for social activities and a deeper appreciation of Judaism. Also on campus, *Inter-Varsity* and *Fellowship of Christian Athletes* meet for fellowship and renewal.

Through these programs—and those that evolve to continually meet the needs of the Gettysburg College community—and through the personal relationships established by the Chapel staff, the College provides an opportunity for the student who desires better to understand and to practice his or her religious commitments while attending Gettysburg.

Athletics

The College has an extensive program of intercollegiate and intramural athletics for men and women. It is possible for all students to participate in some supervised sport. For those with particular athletic skills and interest there are the varsity teams. For others there is the opportunity to participate in the intramural program, for which competitive teams are organized from fraternities, residence halls, and other groups. The possession of a College identification card guarantees free admission to all intercollegiate contests.

Intercollegiate Athletics Gettysburg College maintains membership in the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, the Middle Atlantic States Collegiate Athletic Conference, and The Eastern Association for Intercollegiate Athletics for Women.

The intercollegiate program includes teams for men, teams for women, and athletic teams for which both men and women are eligible. The breakdown is as follows:

	Men	Women	All Students
Fall	Football Soccer Cross Country	Field Hockey Volleyball Cross Country	Bowling (Club)
Winter	Basketball Swimming Wrestling	Basketball Swimming	Rifle (Club)
Spring	Baseball Lacrosse Tennis	Lacrosse Softball Tennis	Golf Track and Field

There is also an interest group for women in track and field. Some intercollegiate competition is available in this sport.

Intramural Sports The Council on Intramural Athletics and Recreational Activities operates extensive intramural programs for all students. This Council, composed of student, faculty, and staff representatives from the Health and Physical Education Department, the Interfraternity Council, the Student Senate, the Panhellenic Council, and the College Union Board, plans and promotes free, voluntary sport activities. For men, these include touch football, soccer, cross country, basketball, bike rally, wrestling, volleyball, swimming, bowling, billiards, table tennis, golf, badminton, tennis, softball, and track. Women students participate in intramural basketball, volleyball, swimming, bowling, table tennis, badminton, cross country, billiards, bike rally, tennis, and softball. Coeducational sports include volleyball, softball, and a bike rally.

Academic Services and Information

The Office of the Dean of Educational Services, located in Pennsylvania Hall, is involved with many of the academic situations which students encounter. The reporting of academic deficiencies, the student petitions to the Academic Standing Committee are processed by this office. Working in conjunction with the individual student's adviser, the Deans assist students in making educational plans and solving academic problems. In addition, the freshman orientation and advising programs are administered by this office.

The Dean of the College, whose office is also in Pennsylvania Hall, handles matters pertaining to faculty and academic programs. The Associate Deans of the College supply information concerning January term programs, medical and dental school admission requirements, and affirmative action.

Financial Aid

Details about Financial Aid procedures are found in the Student Financial Aid section of this catalogue.

Facilities

Gettysburg College has a 200 acre campus with 44 buildings that provide excellent facilities for all aspects of the College programs. These buildings range from the original College building, Pennsylvania Hall (Old Dorm), constructed in 1837 and listed on the National Register of Historic Places, to the new Musselman Library/Learning Resources Center.

Academic Facilities

The Library The College library collection is housed in the Musselman Library/Learning Resources Center, completed in 1981, and in two departmental libraries, Chemistry in Breidenbaugh Hall and Physics in Masters Hall. Total collections are approximately 260,000 volumes, 34,000 microforms, 32,000 governmental publications, 11,000 records, and extensive slide, filmstrip, and other audio-visual media. The library subscribes to 1,180 journals.

Enter the Center is a booklet available in the library which outlines library hours, service, usage, etc. Those using the library should review this publication.

The College's library uses the Interlibrary Delivery Service, which extends the College's library facilities far beyond the campus through the College's membership in the Associated College Libraries of Central Pennsylvania, PALINET (Pennsylvania Library Network), and the Central Pennsylvania Consortium. Faculty and students are encouraged to use these extended facilities.

Classrooms, Laboratories The following classroom and laboratory facilities serve the College:

Non-Science Facilities

Building	Academic Departments	Special Features
Brua Hall	Theater Arts	
Glatfelter Hall	Computer Studies	Theatre Laboratory
	Economics and Business Administration	Studio
	English and Religion	Computer Center
	French	Microcomputer Laboratory
McKnight Hall	German	
	Spanish	
Schmucker Hall	Art and Music	Studios and Recital Hall
Stahley Hall	Education and Mathematics	
Weidensall Hall	Classics	
	History and Philosophy	
West Building	Military Science	
White House	Political Science	

Science Facilities

Building	Academic Departments	Special Features
Breidenbaugh Masters	Chemistry	
	Physics	Hatter Planetarium with Spitz A3P planetarium projector in a 30-foot dome
McCreary	Biology	Electron Microscopes
	Psychology	Greenhouse
	Sociology and Anthropology	
Observatory		Sixteen-inch Cassegrain telescope

Computer Center The Computer Center is located in a separately air-conditioned area in Glatfelter Hall and contains a computer available to faculty and students for education and research needs. Priority is given to students enrolled in courses that require use of the computer and to faculty and students engaged in research.

Microcomputer Laboratory The new Microcomputer Laboratory is located in a spacious, air-conditioned room in Glatfelter Hall. The Lab supports the Computer Studies curriculum and includes 18 Apple II + microcomputers, two disk drives with each unit, three Epson MX-100 printers, and ample student workspace.

Athletic Facilities

Eddie Plank Memorial Gymnasium, Hen Bream Gymnasium, and John A. Hauser Fieldhouse contain the College's indoor athletic facilities. These facilities include seven regulation basketball courts, four indoor tennis courts, and a 1/11 mile Chem-turf track. In addition there is a swimming pool of olympic dimensions in the College Union Building which is used for varsity swimming competition and intramural and recreation swimming.

There are several athletic field areas: Musselman Stadium, which contains a football field and a quarter-mile cinder track; a baseball field west of the stadium; two areas for soccer and lacrosse; Memorial Field, adjacent to Eddie Plank Gymnasium for women's field hockey and lacrosse; a women's softball field, and the intramural areas which contain eight tennis courts, soccer, football, and hockey fields.

Fourteen intercollegiate tennis courts are also available.

Student Services

Located near to the residence halls are the College Union Building, the Sieber-Fisher Health Center, and Christ Chapel.

Administrative Offices

Pennsylvania Hall, the original College building after complete renovation, now provides modern offices and facilities for administrative personnel. The Admissions Office is housed in the Dwight David Eisenhower House, which served as the office of General Dwight D. Eisenhower during his years in Gettysburg.

Other Facilities

On the campus is the home of the College President. College maintenance services are centered in the West Building. On the northern portion of the campus is the Dean's Conference House, which is used for small group meetings.



GETTYSBURG

Admission,
Expenses and
Financial Aid

Admission Policy

Gettysburg College students come from a variety of backgrounds and secondary school programs. The College welcomes applications from students of differing ethnic, religious, racial, economic, and geographic settings.

The Admissions Staff seeks to identify applicants who have demonstrated a capacity for academic achievement, responsiveness to intellectual challenge, eagerness to contribute their special talents to the College community, and an awareness of social responsibility. Such persons give promise of possessing the ability and the motivation which will enable them to profit from the many opportunities that the College offers.

Since the competition for admission is keen, the Admissions Staff gives careful consideration to each application. Its decision is based on three categories of evidence described below.

Evidence of high academic attainment as indicated by the secondary school record The College requires no fixed number of secondary school units for admission. It normally assumes graduation from an approved secondary school, and it considers grades in academic courses, distribution of subjects, and rank in class as highly significant parts of the applicant's credentials. Participation in accelerated, enriched, and advanced placement courses is desirable. The College regards superior facility in the use of the English language and an understanding of fundamental mathematical processes as essential to a successful college experience.

Evidence of ability to do high quality college work as indicated by aptitude and achievement test results The Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the test results of the American College Testing program are required of all candidates. The College prefers that the SAT be submitted. Achievement tests are suggested for placement purposes but are not required to complete an application.

Evidence of personal qualities The College seeks evidence that the applicant is a person of good moral character and social habits enabling him or her to contribute to the success of the College community. Such contributions should be appropriate to his or her talents, whether these be leadership in campus programs, involvement in the welfare of others, expression of artistic creativity, or the quiet pursuit of scholarly excellence. In estimating such qualities the College relies on confidential statements from secondary school principals, headmasters, and guidance counselors, and on personal appraisals by its alumni and friends.

Admission Procedure

The student interested in Gettysburg College should submit an application during the fall of his or her senior year and no later than February 15. A nonrefundable fee of \$25 must be sent with the application. Although not required, a visit to the campus and an interview with a member of the Admissions Staff is strongly urged. A student considering a major in art, music, or physical education should make his or her interest known when requesting an interview, so that arrangements can be made for an appointment with a member of the department concerned. Seniors should plan their visits before February 1; juniors, after April 1.

Offers of Acceptance

The Early Decision Plan The student with a strong record through the junior year of secondary school who has decided on Gettysburg College as the college of his or her first choice, may submit an application for Early Decision acceptance. The application will be considered between November 15 and February 1 of the senior year. Those students accepted under this program are obligated to enroll at Gettysburg College and to withdraw applications submitted to other institutions. Notification of the decision on admission will be made between December 15 and February 15. Payment of a nonrefundable advance fee of \$200 is required to validate this offer of acceptance.

The Early Decision applicant should take the Scholastic Aptitude Test in the junior year. However, scores from the November testing date of the senior year may also be considered. Those students submitting applications for Early Decision who are not offered acceptance at that time will automatically be considered for admission under the Regular Decision Plan upon receipt of subsequent grades and test scores from the senior year.

The Regular Decision Plan To be assured of maximum consideration, students must present applications by February 15. Most offers of acceptance will be announced by the first week in April after the receipt of November, December, or January Scholastic Aptitude Test results and senior year first semester grades. College Entrance Examination Board tests taken prior to the senior year may be used to satisfy test requirements.

Payment of a nonrefundable advance fee of \$200 is required to validate this offer of acceptance. Since Gettysburg College subscribes to the principle of the Candidate's Reply Date, the student has until May 1 to make his or her decision and pay the advance fee.

Students offered acceptance under either plan are expected to maintain their academic record, pass all their senior courses, and earn a secondary school diploma.

Admission with Advanced Credit and Placement

Students who have taken college-level courses in secondary school and wish to be considered for advanced credit or placement must take Advanced Placement Tests of the College Entrance Examination Board. All entering students who submit a score of four or higher on these tests shall receive two course credits for each tested area toward the 35-course graduation requirement with the exception of the Mathematics Calculus AB examination, for which one course credit shall be given. Students submitting a score of three may receive at the discretion of the appropriate department one course credit or advanced placement. Students who have completed advanced level or honors courses may be considered for advanced placement.

Those high school students who have taken regular courses at the college level in regionally approved junior or senior colleges may receive credit for these courses if no duplication of high school units and college credits is involved. This credit must be approved by the chairman of the academic department involved.

See the section on Residence Requirements and Schedule Limitations for information about the planning of the academic program of students who plan to complete their graduation requirements in less than four full years.

Admission of Transfer Students

A transfer student may be admitted at the beginning of any term. He or she must present a regular application, including secondary school records and College Entrance Examination Board Test results and an official transcript from all colleges and universities attended. He or she must be entitled to an honorable dismissal without academic or social probation from the college from which he or she transfers and must be recommended for transfer by the Dean of the College previously attended. A transfer candidate is expected to visit the campus for an interview.

Gettysburg College requires sound academic performance in previous college work for students who seek admission as a transfer student. Credit is granted for individual courses passed with a grade of C or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg curriculum. Academic credit for courses transferred is granted tentatively until the student has satisfactorily completed one year of work at Gettysburg College. All transfer students must satisfy all requirements for the degree for which they are candidates.

Admission as a Special Student

A high school graduate, not a candidate for a degree, may apply for admission as a nonmatriculated student. Normally, such a student may enroll in a maximum of two courses. Permission to take more than two courses must be secured from the Dean of the College.

Taking courses as a special student requires permission of the instructors of the courses involved, as well as filing an application for special student status with the Admissions Office. A special student who may later wish to become a candidate for a degree must submit an application under regular admissions procedures. Special students have the same classroom duties and privileges as regular full-time students, but no promise is made in advance that the special student will be admitted as a candidate for the degree.

Comprehensive Academic Fee Plan

Gettysburg College charges a comprehensive academic fee covering the three terms of the academic year. Not included in this fee are books and supplies, gym uniforms for certain Health and Physical Education activity courses, some private lessons in music, and optional off-campus courses in the January Term.

The fee applies to each full-time student: one taking three or four courses in the fall and spring terms and one course in the January Term. With the following exceptions, any courses beyond four courses in the fall and spring terms require additional charges of \$640 per course or \$160 per quarter course. There is no additional charge for the quarter courses in the required program in Health and Physical Education to a maximum of four course registration, or, for majors in that department, for the required quarter courses in the junior and senior years. Courses involving private lessons in Applied Music require extra fees; music majors are permitted some of these courses with the comprehensive fee. For details, see the Health and Physical Education and Music Department listings.

Comprehensive Academic Fee 1983-84	\$7060
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Board	
College Dining Hall (21 meals per week)	\$1200

Room Rents	
Costs for all College living facilities	\$1100
Single rooms	\$1350

Estimate of Total Expense for an Academic Year	
Comprehensive Academic Fee	\$7060
Board	\$1200
Residence Hall Room	\$1100
Books and Supplies	<u>\$ 300</u>
	\$9660

This tabulation does not include personal expenses such as clothing, laundry, spending allowances, fraternity dues, and transportation.

Since the College Store is operated on a cash basis, students should be provided with \$300 each year to purchase books and supplies.

Special Student Fees

Any student who is not a candidate for a degree will be charged at the rate of \$640 per course or \$160 per quarter course.

Payment of Bills

Checks should be made payable to Gettysburg College and sent to the *Bursar, Gettysburg College, Gettysburg, PA 17325* by the dates outlined below.

Although the College operates academically with a three-term calendar, fiscally the College divides the student's charges into two half-year billings; the first due and payable on **August 1** and the second due and payable on **January 1**. Each student candidate for a degree will be billed for one-half of the yearly comprehensive academic fee, room rent, and board charges before the beginning of the fall and January terms. Special students will be billed on a per course or quarter course basis and for room and board, if applicable, before the beginning of each of the three terms. **DELINQUENT ACCOUNTS WILL BE SUBJECT TO A LATE PAYMENT CHARGE OF 1% PER MONTH.**

Of the advanced payment of \$200 made under either the early or regular acceptance plans, \$100 is credited to the first term bill and the remaining \$100 is credited to the reserve deposit. This deposit is used to pay for minor charges such as laboratory breakage, infirmary meals, and room damages for as long as the student is in attendance. If the reserve deposit falls below \$50, replenishment will be required.

Every continuing student in the College is required to pay a fee of \$100.00 by April 1. This amount is deducted from the student's first term College bill. No refunds of this fee will be made after the date of Spring Registration.

Veterans' Administration Benefits

Gettysburg College has made arrangements with the Veterans Administration whereby children of veterans attending College under the provisions of Public Law 634 are eligible to receive monthly payments from the Veterans' Administration in accordance with the scale established by the law. Students requiring any forms to be completed by the College concerning such benefits should contact the Office of the Registrar.

Insured Tuition Plan

An Insured Tuition Payment Plan is usually a combination of a prepayment installment plan covering four years of College expenses and an insurance policy guaranteeing payment for completion of the four years in the event of the death or total disability of the person financing the student's education.

There are a number of Tuition Payment Plans (some with insurance and some without). The College is the most familiar with the plan of the Richard C. Knight Insurance Agency, Inc., 53 Beacon Street, Boston, Massachusetts 02108. In addition, there are others such as: The Tuition Plan, Inc., Concord, New Hampshire 03301 and Academic Management Services, 1110 Central Avenue, Pawtucket, Rhode Island 02861.

Parents should write directly to such organizations. The Director of Admissions generally mails out the Richard C. Knight Insurance Agency, Inc. plan information to all new students around June 1st of each year.

Board

Junior and senior students may choose to take their meals in the Dining Hall on an individual meal or term basis or to eat elsewhere. All fraternity members and pledges may choose to take their meals in the fraternity house. All other students except those living at home must take their meals regularly in the College Dining Hall on a term basis, and participate in the full board plan.

Housing Policy

All freshman men and women are expected to room in the College's residence halls and preference is given them in securing dormitory space. Fraternity housing is available to students following the freshman year. When the residence halls have been filled, permission for off-campus housing may be granted to a limited number of students who have applied through a procedure administered by the Dean of Student Life. Students who have withdrawn from the College and are approved for readmission are expected to occupy any vacancy which may exist in a College residence hall.

Refund Policy

Board

If a student withdraws for any reason at any time, the unused portion of the half-year bill paid for board will be refunded on a pro-rated basis from the date of withdrawal to the end of the half-year billing period, based on the date when the Dining Hall sticker or card is returned to the Business Office.

Comprehensive Academic Fee and Room Rental

One hundred dollars of any comprehensive academic fee or room rental paid by a student shall be non-refundable, regardless of the time of withdrawal.

Date of withdrawal will be the date the student has filed the completed withdrawal form with the Office of the Dean of Student Life.

A student who withdraws during the fall and spring terms because of the student's serious illness and/or has a Guaranteed Student Loan guaranteed by a federal, state, or private agency will be entitled to a refund of comprehensive academic fee and room rental based on the following schedule applied to the half-year bill in question (excluding January Term where appropriate).

One week or less	90% refund
Two weeks or more than one week	80% refund
Three weeks or more than two weeks	60% refund
Four weeks or more than three weeks	40% refund
Five weeks or more than four weeks	20% refund
More than five weeks but less than one-half of the period covered by the half-year bill	10% refund
More than one half of the period covered by the half year bill	No Refund

Note: January Term withdrawals for reasons stated above:

Withdrawal in first half of January Term	100% refund 2nd half-year bill
Withdrawal in second half of January Term	100% refund spring term portion of 2nd half-year bill

Voluntary Withdrawal

A student who voluntarily withdraws by October 5th of the fall term or by March 5th of the spring term is entitled to a 25% refund of tuition for that term's billing. There is no refund of tuition for voluntary withdrawal during January Term.

A student who completes the January Term but voluntarily declines to enroll for the spring term will be entitled to a refund equaling the spring term portion of the second half-year bill for comprehensive academic fee, room rental, and board minus the non-refundable \$100.00 fee.

Required withdrawal

A student who is required to withdraw for disciplinary reasons will forfeit all fees (except board, if refund requirements are met) which he or she has paid.

Unused portion of respective half-year bills for comprehensive fee, room, and board will be refunded if academic withdrawal is required at the end of any term provided the student follows all procedures for obtaining refunds.

If a student or the student's parents or guardian feel that the individual circumstances of the student warrant an exception to the refund policy, an appeal may be made to the Treasurer, Gettysburg College.

Reduction of financial aid obligations and advances will receive priority in the payment of refund. The unused reserve deposit balance will be refunded upon the student's graduation or withdrawal, provided the student has no outstanding loans or debts to the institution.

Accident Insurance

Each student as a consequence of his or her payment of the Comprehensive Academic Fee receives coverage under an accident insurance policy with a \$1000 limit. Information concerning the coverage provided by this insurance is made available at the time of registration or in advance if requested.

Personal Property Insurance

The College does not carry insurance on personal property of students and is not responsible for the loss or damage of such property.

Student Financial Aid

Although charges made by colleges and universities have risen sharply in recent years, the fact remains that in most institutions the fees paid by a student or a student's parents cover only a portion of the total cost of a student's education. In private institutions the remainder comes from endowment income and from gifts from sources such as alumni, businesses, foundations, and churches.

Gettysburg College recognizes the primary responsibility of the student and his or her parents to provide as much as possible toward the total cost of the student's college education. Since an education is an investment which should yield life-long dividends, a student should be prepared to contribute to it from his or her own earnings, both before entering and while in college.

Gettysburg College has a program of financial aid for worthy and promising students who are unable to finance their education from personal and/or family resources. Access to such aid is considered a privilege, not a right. The qualifications for it, in addition to need, are academic ability, academic achievement, and promise of contribution as a student and citizen. The amount of aid in any particular case is based upon the financial need of the student.

The College participates in the College Scholarship Service and requires all applicants to file both Side I and Side II of the Financial Aid Form. All Financial Aid Forms should be sent to the College Scholarship Service, Box 176, Princeton, New Jersey 08540. The College also requires that a notarized or certified copy of the parents' most recent U.S. Individual Income Tax Return (Form 1040) be sent directly to the Office of Financial Aid at Gettysburg College. Applicants for admission need not send the IRS Form 1040 in order to receive consideration for financial aid unless specifically requested. This form, however, must be submitted when the student enrolls at the College (May 1).

A prospective student seeking financial aid should forward both Side I and Side II of the Financial Aid Form to the College Scholarship Service as soon as possible after applying for admission, but no later than February 1. A student already enrolled who has previously had some form of aid should secure a renewal application from the Office of Financial Aid and should request his or her parents to complete this form. The renewal application should be forwarded to the College Scholarship Service no later than February 1.

Financial aid is awarded in the form of grants, loans, or a combination of these. All financial aid awards are made for one year only. The Director will consider a request for renewal and will act on the basis of the applicant's record as a student and campus citizen as well as his or her continuing financial need.

Applications for financial aid, of those students who demonstrate financial need, are reviewed to determine eligibility for the following forms of assistance available from Gettysburg College.

Charter Grant—awarded to entering freshmen with exceptional academic ability, outstanding academic achievement, and superior promise of contribution as a student and campus citizen.

Gettysburg College Grant—awarded to students who, in addition to financial need, evidence good academic ability and academic achievement, and give promise of contribution to the College's extracurricular program. These grants are renewable as long as the recipient continues to demonstrate need, participate in his or her extracurricular activity, and maintains a sound academic record. Normally, such grants are combined with loans and/or student employment in order to meet the student's financial need. In cases of students who demonstrate exceptional talent, skills, and abilities, need may be satisfied entirely with grant funds.

Lutheran College Grant—awarded to Lutheran students. In addition to financial need, consideration is given to academic ability and achievement.

Supplemental Educational Opportunity Grant—a grant program funded by the federal government and administered by the College. The program is designed to assist students from low-income families.

Gettysburg College Loan—a loan program made available by Gettysburg College.

National Direct Student Loan—a loan program funded by the federal government and administered by the College.

College Work-Study Program—an employment program funded by the federal government and the College.

Grants need not be repaid; but the College hopes that recipients will recognize that they have incurred an obligation and will therefore subsequently contribute as they can to help insure that the benefits which they enjoyed will be available to others.

Approximately thirty percent of the students receive financial assistance in some form from the College. About seventy percent of the Gettysburg College student body receives aid from the College or other sources.

Rules governing all types of financial aid are stated in the Summary of Regulations published by the Dean of Educational Services, and on the reverse side of the Notification of Financial Aid.

Endowed Scholarships (Grants-in-aid) Student Aid

All students who apply for financial assistance and are determined to have financial need will be considered for these scholarships (grants-in-aid). Recipients are selected by the College.

Though the College administers scholarships restricted to members of a particular sex, the discriminating effect of these awards has been eliminated in the overall administration of the financial aid program through use of other funds made available by the College.

Richard A. Arms Scholarship Fund: The income from a fund contributed by the Class of 1924 in memory of the Chairman of the Mathematics Department (1920–1963) is awarded to a worthy student.

Dr. Joseph B. Baker (1901) and Rena L. Baker Scholarship Fund: The income from a fund donated by the Woman's General League of Gettysburg College is given to a needy and deserving student in the Music Department.

Dr. Ray Alfred Barnard (1915) Scholarship Fund: The income from a fund provided by Dr. Barnard is given to a male student from the Central Pennsylvania Synod who is preparing for the Lutheran ministry.

The Rev. Sydney E. Bateman (1887) Scholarship Fund: The income from the fund is awarded to a needy ministerial student.

Belt Hess-Quay Scholarship Fund: The income from a fund provided by Effie E. Hess Belt (1898) in commemoration of several relatives is awarded as follows: first preference is given to a member of Grace Lutheran Church, Westminster, Maryland; second preference to any other resident of Carroll County, Maryland, who is pursuing theological studies at the College; and third preference is given to any deserving student.

Helen A. and James B. Bender Scholarship Fund: The income from the fund is granted on the basis of need and ability, preference being given to residents of Adams County, Pennsylvania, majoring in Economics and/or Business Administration.

Jesse E. Benner (1907) and Minerva B. Benner Scholarship Fund: The income from a bequest is used to aid worthy students, preferably preministerial students.

Burton F. Blough Scholarship Fund: The income from a fund contributed by a former trustee is used to aid needy and deserving students.

Harry F. Borleis (1925) Scholarship Fund: The income from a bequest is used to assist needy and deserving students.

Elsie Paul Boyle (1912) Scholarship Fund: The income from a gift by Elsie Paul Boyle is awarded to a needy and worthy student, preference given to a Lutheran from Weatherly, located in Carbon County, Pennsylvania.

Henry T. Bream (1924) Scholarship Fund: The income from a fund contributed by alumni and friends of the College in honor of Henry T. Bream, Professor of Health and Physical Education, 1926–1969, is awarded to a needy and deserving male scholar-athlete.

Randall Sammis Brush (1973) Memorial Scholarship: The income from a fund contributed by family and friends in memory of Randall Sammis Brush is awarded to a needy and deserving student particularly proficient in the study of history.

Edward B. Buller (1923) Scholarship Fund: The income from a fund contributed by the Lutheran Church of the Good Shepherd, Pearl River, New York, and friends in honor of the Rev. Edward B. Buller is awarded to a deserving student, preference being given to a student from Good Shepherd congregation.

Cambridge Rubber Foundation Scholarship Fund: The income from the fund given by the Foundation is awarded to a qualified male student. First preference is given to an employee or relative of an employee of Cambridge Rubber. Second preference is given to a resident of Adams County, Pennsylvania or Carroll County, Maryland.

Dr. Anthony G. Ciavarelli (1933) Scholarship Foundation: The income from a scholarship established by Dr. Anthony G. Ciavarelli is awarded annually to a student (or students) who demonstrates superior character, industry, serious academic purpose, and financial need. Preference to be given to a student preparing for the medical profession. If there are no students who demonstrate financial need (who are preparing for the medical profession), then the income may be used to aid other students who demonstrate financial need. If there are no students who demonstrate financial need, then the College may use the income for any purpose it determines.

Class of 1903, George S. Rentz Memorial Fund: The income from the fund is used in support of the College scholarship program.

Class of 1913 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1915 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1916 Scholarship Fund: The income from the fund is awarded to a needy and deserving sophomore.

Class of 1917 Schmucker-Breidenbaugh Memorial Scholarship Fund: The income from the fund is awarded to a needy and deserving student or students.

Class of 1918 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1921 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

W. K. Diehl (1886) Scholarship Fund: The income from a fund created by Norman E. Diehl in memory of his father, W. K. Diehl, D.D., is used to provide scholarships to needy and deserving students.

Chris Ebert (1965) Memorial Fund: The fund was established in memory of Chris Ebert by his father and mother. The income is awarded annually to a needy student. First preference is given to a student who is pursuing a career in teaching or majoring in mathematics, and/or participating in intercollegiate wrestling; second preference is given to a student who is studying for the ministry.

Jacob C. Eisenhart and Rosa Bott Eisenhart Scholarship Fund: The income from a fund established by the J. C. Eisenhart Wall Paper Company is awarded to a deserving Lutheran preministerial student.

Clarence A. Eyler (1880) and Myrtle B. Eyler Scholarship Fund: The income from a bequest is awarded to a worthy Lutheran preministerial student.

Annie C. Felty Scholarship Fund: The income from the fund is given to a needy and deserving student.

Wilbur H. Fleck (1902) Memorial Scholarship Fund: The income from a bequest is awarded to a graduate cum laude of the Protestant faith of the Wyoming Seminary.

Dr. Daniel F. Garland (1883) Scholarship Fund: The income from the fund is awarded to a deserving ministerial student.

Richard W. Gaver (1966) Memorial Scholarship Fund: The income from a fund contributed by Dr. and Mrs. Leo J. Gaver in memory of their son is awarded to a worthy student, preference being given to a premedical student.

Dr. and Mrs. James E. Glenn Scholarship Fund: The income from a fund contributed by J. Donald Glenn (1923) in memory of his parents is awarded to a worthy student preparing for the Christian ministry or the medical profession.

Gordon-Davis Linen Supply Company Scholarship Fund: The income from a fund contributed by the company is awarded to a deserving student.

Grand Army of the Republic Living Memorial Scholarship Fund: The income from a fund donated by the Daughters of Union Veterans is awarded to a needy and deserving student, preferably the descendant of a Union veteran.

Ida E. Grover Scholarship Fund: The income from a bequest is awarded to a needy and deserving student.

John Alfred Hamme (1918) Scholarship Fund: The income from a fund given by Mr. Hamme is awarded to a deserving student.

Marie H. Harshman Scholarship Fund: The income from a bequest made by Marie H. Harshman is awarded to a Lutheran student preparing for the ministry. Preference is given to a student who intends to enroll at the Lutheran Theological Seminary of Gettysburg.

The Robert W. Hemperly (1947) Memorial Fund: The fund was established in memory of Dr. Hemperly by Mr. and Mrs. G. M. Easley. The income is awarded annually to one or more needy students of high academic ability and outstanding personal qualifications, preference being given to a student preparing for a career in medicine or dentistry.

C. F. Hildebrand (1920) Scholarship Fund: The income from a fund is used to aid worthy preministerial students.

Edgar L. Hildebrand (1928) Scholarship Fund: The income from a fund established by Louis O. Hildebrand as a memorial to his son Edgar L. Hildebrand is awarded each year to worthy students of the College.

Dr. and Mrs. Leslie M. Kauffman Scholarship Fund: The income from a fund donated by Dr. Leslie M. (1890) and Nellie G. Kauffman is awarded to a deserving student, preference being given to students of Franklin County, Pennsylvania, or preministerial or premedical students.

Hon. Hiram H. Keller (1901) Scholarship Fund: The income from a bequest by Mr. Keller, a former trustee, is granted on the basis of need and ability, preferably to applicants from Bucks County, Pennsylvania.

Alvan Ray Kirschner Scholarship Fund: The fund was established by Mr. and Mrs. C. J. Kirschner in memory of their son who lost his life in World War I. The income from the fund is awarded to two students, preference being given to applicants from Hazleton and vicinity. Applications for these scholarships should be made directly to Mr. Carl E. Kirschner, Attorney at Law, Northeastern Building, Hazleton, Pennsylvania 18201.

Klette Scholarship Fund: The income from a fund established by Dr. Immanuel Klette (1939) and friends in honor of Mrs. Margaret Klette, is awarded to a student (for students) whose activities evidence an innovative accomplishment and potential in the promotion of human betterment.

The Rev. Frederick R. Knubel (1918) Memorial Scholarship Fund: The income from a fund given by John M. McCullough (1918) in memory of his classmate, is awarded to an outstanding senior ministerial student who has financial need.

Bernard S. Lawyer (1912) Scholarship Fund: The income from a bequest shall be awarded to needy and deserving students, preference to be given first to members or former members of St. Mary's Evangelical Lutheran Church, Silver Run, Maryland, and second to members or former members of Evangelical Lutheran Churches in Maryland and Pennsylvania.

Clarence Gordon and Elfie Leatherman Scholarship Fund: The income from a fund given by the Leathermans is awarded to a deserving preministerial student.

The Rev. H. J. H. Lemcke (1860) Memorial Scholarship Fund: The income from a fund given by Ruth Evangeline Lemcke in memory of her father is awarded to worthy male students who are graduates of Pennsylvania secondary schools.

Frank M. Long (1936) Memorial Scholarship Fund: The income from a fund is given in memory of Frank M. Long to worthy students.

Charles B. McCollough, Jr. Memorial Scholarship Fund: The income from a fund provided by Charles B. McCollough (1916) and Florence McCollough in memory of their son and by H. R. Earhart in memory of his grandnephew is awarded to one or more worthy male students.

Charles H. May (1904) Scholarship Fund: The income from a bequest by Mr. May is awarded to deserving male students from York County, Pennsylvania.

Dr. John E. Meisenhelder (1897) Scholarship Fund: The income from a bequest by Dr. Meisenhelder is awarded to a deserving student.

Forrest L. Mercer (1908) Scholarship Fund: The income from a bequest by Forrest L. Mercer is awarded to a deserving and needy student.

J. Elsie Miller (1905) Scholarship Fund: The income from a bequest by Mr. Miller is awarded to a preministerial student.

Miller-Dewey Scholarship Fund: The income from a bequest by the Rev. Adams B. Miller (1873) is awarded to a deserving student.

Rev. William J. Miller (1903) Scholarship Fund: The income from a bequest by Mary Willing Miller is awarded to worthy young persons. Preference is given to students preparing for the Lutheran ministry and especially to those from Tabernacle Evangelical Lutheran Church, Philadelphia, Pennsylvania.

Musselman Scholarship Fund: The income from a fund established by The Musselman Foundation, to be awarded to a deserving student, with preference given to sons or daughters of employees of the Musselman Fruit Product Division, Pet Incorporated.

John Spangler Nicholas (1916) Scholarship Fund: The income from a bequest by John Spangler Nicholas is awarded to a member of the Junior or Senior Class of sterling character and high intellectual ability in the Department of Biology, preferably zoology.

Nellie Oller and Bernard Oller Memorial Scholarship Fund: The income from a bequest by Ida R. Gray in memory of her daughter and son-in-law is awarded to a deserving student, preference being given to a Lutheran applicant from Waynesboro, Pennsylvania.

Lovina Openlander Scholarship Fund: The income from the fund is awarded to needy and deserving students.

The Lillian M. and William H. Patrick, Jr. (1916) Scholarship Award: The income from a bequest by William H. Patrick, Jr., is awarded on a competitive basis to students with musical ability.

Willard S. Paul Scholarship Fund: The income from a fund contributed in his honor by friends of the College on the occasion of President Paul's retirement and thereafter awarded to a deserving student.

Earl G. Ports (1923) Scholarship Fund: The income from a fund provided by Horace G. Ports (1925) in memory of his brother is awarded to a worthy student preferably in the Department of Physics.

Dr. and Mrs. Carl C. Rasmussen Scholarship Fund: The income from a fund donated by The Reverend Carl C. (1912) and Alma I. Rasmussen is awarded to a deserving student. Preference is given to a student preparing for the ministry in the Lutheran Church.

Rev. Clay E. Rice (1911) Scholarship Fund: The income from a fund established by Minnie Catherine Rice in honor of her husband, Rev. Clay E. Rice, is awarded to a student preparing for the ministry.

James A. Rider (1942) Scholarship Fund: The income from a fund established by James A. Rider is awarded to worthy and deserving students determined to be in financial need. Preference is to be given first to dependents of active employees of Thermos Industries, Inc., of Raleigh, North Carolina; second, to students who compete in intercollegiate athletics; and third, to students who may be orphans.

Lawrence E. Rost (1917) Fund: The income from a fund established by Jeanne Preus Rost in memory of her husband, Lawrence E. Rost, is awarded to deserving students, descendants of Charles A. Rost, Red Lion, York County, Pennsylvania, being given first consideration.

Philip P. Rudhart Scholarship Fund: The income from a bequest by Emma Bennix in memory of her brother is awarded to deserving male students.

Mary Sachs Scholarship Fund: The income from a fund established as a memorial to Mary Sachs is awarded to a needy and deserving student, preference given to a student in business administration whose interests are in retailing.

Andrew C. Schaedler Foundation Scholarship: The income from a fund established as a memorial to Andrew C. Schaedler is awarded to worthy and needy students from Central Pennsylvania who graduated from a high school located in Dauphin, Lebanon, Cumberland, York, Franklin, Lancaster, Perry, Mifflin, Adams, Northumberland, or Huntingdon County.

Gregory Seckler (1965) Memorial Scholarship Fund: The income from a fund given by Mr. and Mrs. J. M. Arnold, Sr., in memory of Gregory Seckler, is awarded to a deserving student, preference being given to an English major.

Edgar Fahs Smith (1874) Scholarship: The income from a fund provided by Margie A. Smith in honor of her father, Edgar Fahs Smith, is given to a student recommended by the Chemistry Department.

Mary Ann Ocker Spital Scholarship Fund: The income from a bequest is awarded to a qualified male student.

Edward J. Stackpole Scholarship Fund: The income from a fund contributed by the friends of General Stackpole is awarded to a deserving student, preference being given to a student in American history interested in the Civil War.

The Rev. Milton H. Stine (1877) and Mary J. Stine Memorial Scholarship Fund: The income from a fund provided by Dr. Charles M. A. Stine (1901) in memory of his parents is awarded to a preministerial student.

Dr. J. H. W. Stuckenberg Scholarship Fund: The income from a bequest by Dr. Stuckenberg is awarded to a qualified student.

Warren L. Swope (1943) Scholarship Fund: The income from a fund contributed by Warren L. Swope, a career diplomat, is awarded to a qualified student, preference being shown to students of American parentage who have spent a significant portion of their pre-college years abroad.

Parker B. Wagnild Scholarship Fund: The income from a fund contributed by alumni and friends of the Gettysburg College Choir is given to needy and deserving students in the Music Department.

The John G. Walborn (1937) Scholarship Fund: The income from a fund provided by John G. Walborn is given to needy and deserving students, preferably those majoring in Economics or Business Administration.

The Stuart Warrenfeltz Memorial Fund: The income from a bequest by Ethel Warrenfeltz McHenry in memory of her son Stuart Warrenfeltz is awarded to a worthy young man, preference being given to students from Funkstown, Washington County, Maryland.

Dr. Rufus B. Weaver (1862) Scholarship Fund: The income from a bequest by Dr. Weaver is awarded to deserving students.

Senator George L. Wellington Scholarship Fund: The income from a bequest by Mr. Wellington is awarded to a deserving Lutheran preministerial student.

Richard C. Wetzel Scholarship: The income from a fund contributed by Richard C. Wetzel is awarded to a deserving and needy student.

Jeremiah A. Winter and Annie C. Winter Memorial Scholarship Fund: The income from a fund contributed by Amelia C. Winter in memory of her parents is granted to a needy and deserving student.

Norman S. Wolf (1904) Scholarship Fund: The income from a fund contributed by Dr. Spurgeon M. Keeny (1914) in honor of the Rev. Norman S. Wolf is awarded to a worthy student, preference being given to a student who is fatherless.

Loan Funds for Students

Alumni Loan Fund: Loans are available to members of the Senior Class who have financial need. The Alumni Loan Fund was established by the Alumni Association and augmented by individual and class contributions.

The Rev. Edward I. Morecraft (1924) Memorial Loan Scholarship Fund: This fund was established by the St. James Lutheran Church of Stewart Manor, Long Island, in memory of its former pastor.

Milton T. Nafey and Mary M. Nafey Student Loan Fund: A bequest from the estate of Mary M. Nafey provides a fund for student loans.

The Charles H. Rothfuss and Martha Huffman Rothfuss Loan Scholarship Fund: This fund was contributed by Dr. E. Lloyd Rothfuss (1916) in memory of his parents.

Other Aid for Students

Scholarships

AAL Lutheran Campus Scholarship: Aid Association for Lutherans makes available scholarship funds each year to assist needy students who hold membership with the association. Selection of recipients is made by the College.

Army ROTC Scholarships: United States Army Scholarships provide part or full tuition scholarships to some students enrolling in the ROTC program. After completing their education, students enter active duty in the United States Army as commissioned officers. Information on these scholarships may be acquired by writing to the Army ROTC, Gettysburg College, Gettysburg, Pa. 17325.

Frank D. Baker Scholarship Fund: An award available to aid worthy students in immediate need. Selection of recipients is made by the College.

Lutheran Brotherhood Lutheran Senior College Scholarship: The scholarships are awarded to Lutheran students who will begin their first year of post-secondary study at Gettysburg College. Recipients are selected by Gettysburg College on the basis of scholastic achievement, religious leadership, and financial need.

Lutheran Brotherhood Members' Scholarship Program: Established to assist Lutheran Brotherhood members attending accredited post-secondary institutions. Information is available from Lutheran Brotherhood, 701 Second Avenue South, Minneapolis, Minnesota 55402.

Frank L. Daugherty (1922) Scholarship Fund: The income from a trust established by Frank L. Daugherty is awarded to a deserving York County resident who would not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

Christian R. and Mary F. Lindback Foundation Scholarship Fund: The scholarship is awarded preferentially to residents of New Jersey, Pennsylvania, Delaware, or Maryland who are of high character and ability.

Guy L. Moser Fund: Mr. Guy L. Moser established a trust fund to support grants to male students from Berks County, Pennsylvania, who are majoring in American history and who rank in the upper third of their class. Applications for these grants should be made directly to the National Central Bank, 515 Penn Street, Reading, Pennsylvania 19603.

Charlotte L. Noss Scholarship Fund: The income from a trust established by Charlotte Noss is awarded to a deserving female student from York County, Pennsylvania, who will not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

The Ernest D. Schwartz (1916) Scholarship Fund: The income from a fund established in memory of Ernest D. Schwartz is awarded to a needy and worthy student. The recipient is selected by the College.

Weaver-Bittinger Classical Scholarship: The income from a trust created by Rufus M. Weaver (1907) is awarded to a needy and deserving student(s) who has demonstrated outstanding academic achievement. Recipients are selected by Gettysburg College.

State and Federal Scholarship Programs

Pell Grant: A federal grant program to enable students to attend colleges and universities; awarded by the Office of Education.

State of Connecticut Scholarship: An award given by the State of Connecticut to students who are residents of Connecticut. The students are selected on the basis of academic achievement and financial need. Information on these scholarships should be acquired from the high school guidance office.

New Jersey State Scholarship: An award made available by the State of New Jersey to residents of New Jersey. The recipients are selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

Pennsylvania Higher Education Grant: An award given to students who are residents of Pennsylvania, selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

There are other states with scholarship and/or grant programs. Further information may be available at high school guidance offices.

State and Federal Loan Program

State Guaranteed Student Loan: Applications for a loan under this program may be obtained from a bank in the student's community. This is a low-interest educational loan. There are two types of loans—one for parents and one for students.





GETTYSBURG

Register

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Chairman of the Board.

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Patrick F. Noonan (1978)

President

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Thomas C. Norris (1974)

President and Chief Executive Officer.

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Bishop. Maryland Synod,

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Vice Chairman of the Board.

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Chicago, Illinois

***Paul H. Rhoads** (1960–1972)

Attorney. Harrisburg, Pennsylvania

***John S. Rice** (1939–1968)(1969–1972)

Former Ambassador to the Netherlands.

Ft. Lauderdale, Florida

Muriel L. Rice (1979)

Gettysburg, Pennsylvania

C. B. Rogers, Jr. (1979)
Senior Vice President.
IBM Corporation,
Rye Brook, New York

Carroll W. Royston (1973)
Attorney. Towson, Maryland

Samuel A. Schreckengaust, Jr. (1973)
Of Counsel.
Hershey Foods Corporation,
Hershey, Pennsylvania

Arline E. Shannon (1981)
Lititz, Pennsylvania

***William H. B. Stevens** (1959–1971)
Gettysburg, Pennsylvania

Roscoe L. Strawn (1982)
President
R. L. Strawn Associates, Inc.
Harrisburg, Pennsylvania

***F. William Sunderman, M.D.** (1967–1979)
Director. Institute for Clinical Sciences,
Philadelphia, Pennsylvania

James I. Tarman (1978)
Director of Athletics.
Pennsylvania State University,
University Park, Pennsylvania

James R. Thomas (1981)
Vice President—Finance.
CPC North America,
Allendale, New Jersey

Richard L. Unger (1981)
Agent. Lutheran Brotherhood Insurance,
Gettysburg, Pennsylvania

Earl W. Zellers (1979)
Pastor. St. Mark's Lutheran Church,
Annville, Pennsylvania

Morris G. Zumbrun (1982)
Pastor. St. John's Lutheran Church
Linthicum Heights, Maryland

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¹ *The dates following the names indicate years of previous service and the beginning year of present service on the Board of Trustees.*

**Honorary Life Trustee*

Administration (1982-1983 Academic Year)

Charles E. Glassick 1977-
President and Professor of Chemistry
B.S., Franklin and Marshall College; M.A., Ph.D.,
Princeton University; D.Sc., University of Richmond

Jo-Ann Flora 1982-
A.C.E. Fellow
B.A., Trinity College; M.S., Georgetown University;
Ph.D., University of California, San Diego

Julie L. Ramsey 1981-
Assistant to the President
B.A., Denison University; M.A.,
Indiana University

Karl J. Mattson 1977-
Chaplain
B.A., Augustana College (Illinois); B.D.,
Augustana Theological Seminary; S.T.M., Yale Divinity
School

Beth Spitzner Neubauer 1981-
Assistant Chaplain
A.B., Albright College; M.Div.,
Lutheran Theological Seminary, Gettysburg

Harold A. Dunkelberger 1950-
Director of Church Relations
and Professor of Religion
B.A., Gettysburg College; B.D., Lutheran
Theological Seminary, Gettysburg; Ph.D.,
Columbia University; D.D., Susquehanna University

David B. Potts 1979-
Dean of the College and Professor of History
B.A., Wesleyan University; M.A., Ph.D., Harvard University

G. Ronald Couchman 1967-
Assistant Dean of the College and Registrar
B.A., Gettysburg College

Donald W. Hinrichs 1968-
Associate Dean of the College and Associate
Professor of Sociology and Anthropology
B.A., Western Maryland College; M.A., University
of Maryland; Ph.D., Ohio State University

Robert C. Nordvall 1972-
Associate Dean of the College
B.A., DePauw University; J.D., Harvard Law School;
Ed.D., Indiana University

Richard K. Wood 1969-
Director of Academic Computing Center
B.A., Earlham College; M.S. (2), University of Wisconsin

Kim S. Breighner 1975-
Computer Operator
A.S., York College of Pennsylvania

William Wilson 1979-
Coordinator of Academic Computing
B.A., Gettysburg College; M.A., Ph.D.,
University of Connecticut

James H. Richards 1974-
Librarian
B.A., Wesleyan University; B.S.L.S., Columbia
University; M.A., Wesleyan University

Mary G. Burel 1970-
Acquisitions Librarian
B.A., University of Oklahoma; M.S.L.S., Florida
State University

David T. Hedrick 1972-
Audio Visual Librarian
B.A., Emory and Henry College; M.A.,
University of Denver

Dwight A. Huseman 1971-
Serials/Documents and Systems Librarian
A.B., Susquehanna University; B.D., S.T.M.,
Lutheran Theological Seminary, Philadelphia;
M.S.L.S., Drexel University

Anna Jane Moyer 1961-
Readers' Services Librarian
A.B., Susquehanna University; M.S.L.S.,
Drexel University

Frances H. Playfoot 1972-
Assistant Readers' Services Librarian/
Circulation Librarian
B.A., The George Washington University;
M.S.L.S., Shippensburg State College

Michael E. Wright 1982-
Catalogue Librarian
B.S., Central Michigan University; M.A., The
University of Minnesota, Twin Cities

Frank B. Williams 1966-
Dean of Educational Services
B.A., M.A.T., Wesleyan University; Ed.D.,
University of Pennsylvania

Ralph W. Arend, Jr. 1975-
Associate Dean for Educational Services
B.A., Denison University; M.A., Ph.D.,
Ohio University

Salvatore Ciolino 1971-
Associate Dean of Educational Services
B.A., State University of New York at Geneseo;
M.S., State University of New York at Albany; D.Ed.,
Nova University

Karen J. Dotson 1982-
Associate Director of Financial Aid
B.A., Wayne State University

Edward G. Hook 1982-
Coordinator of Administrative Computing
B.A., Lycoming College

Nancy C. Locher 1968-
Dean of Student Advisement
B.A., Mary Baldwin College; M.A., University of
North Carolina

Delwin K. Gustafson 1967–
Director of Admissions
B.A., Augustana College (Illinois); J.D., University of
Nebraska

Donald L. Anderson 1982–
Admissions Counselor
B.A., Franklin and Marshall College

Daniel A. Dundon 1972–
Associate Director of Admissions
B.A., State University of New York at Buffalo;
M.A., Eastern Michigan University

Jean LeGros 1978–
Assistant Director of Admissions
B.A., Gettysburg College

Janet Frick 1980–
Admissions Counselor
B.A., Gettysburg College

Joni Diane Neal 1982–
Admissions Counselor
B.S., M.A., Ball State University

Eugene M. Haas 1954–
Director of Intercollegiate Athletics and Professor of
Health and Physical Education
B.A., Gettysburg College; M.A., Columbia University

Colette Albertson 1982–
Coordinator of Women's Athletics and Head Coach
of Volleyball and Tennis
B.A., Franklin College; M.A., Miami University

Lois J. Bowers 1969–
Assistant Professor of Health and Physical
Education
B.S., Temple University; M.Ed., Western Maryland
College

Katherine K. Higgins 1981–
Coach and Lecturer in Health and Physical Education
B.S., Springfield College; M.Ed., East Stroudsburg
State College

Kevin Higgins 1982–
Assistant Coach of Football and Baseball
B.S., West Chester State College; M.Ed.,
East Stroudsburg State College

Robert T. Hulton 1957–
Coach and Associate Professor of Health and
Physical Education
B.A., Grove City College

R. Eugene Hummel 1957–
Coach and Associate Professor of Health
and Physical Education
B.A., Gettysburg College; M.A., Columbia University

George E. Kennedy, Jr. 1980–
Swimming Coach and Bowling Supervisor
A.B., M.A.T., University of North Carolina

Robert E. Lehr 1971–75, 1980–
Head Basketball and Cross Country Coach
B.S., Lock Haven State College; M.Ed.,
University of Pittsburgh

William T. Miller 1977–
Coach and Instructor in Health and Physical Education
B.S., M.Ed., Norwich University

Barry H. Streeter 1975–
Head Football Coach and Assistant Professor
of Health and Physical Education
B.A., Lebanon Valley College; M.S., University
of Delaware

Lawrence J. Zelenz 1980–
Head Soccer Coach and Track Coach
B.A., M.A.T., DePauw University

Susan M. Brady 1982–
Dean of Student Life
B.S., Ed.D., University of Massachusetts, Amherst

David C. Halek 1979–
Associate Dean of Student Life
B.A., University of Rochester; M.Ed., Ed.S.,
University of Florida

Mary D. Gutting 1979–
Assistant Dean of Student Life
B.S., University of Northern Colorado;
M.Ed., Colorado State University

Deanna Forney 1978–
Director of Career Services
B.A., Gettysburg College; M.A., The
Pennsylvania State University; M.A., University of Maryland

Denise Dwight Gingrich 1980–
Assistant Director of Career Services
B.A., Millersville State College; M.S.,
Shippensburg State College

William H. Jones 1964–
Coordinator of Counseling
B.A., Eastern Nazarene College; M.A., University of
Wisconsin; Ed.D., Boston University

J. Michael McGrath 1967–
Consulting Psychiatrist
B.S., University of Notre Dame; M.D., Temple
University School of Medicine

Frances Parker 1980–
Counseling Psychologist
B.A., M.A., University of Kentucky

Edward F. McManness 1970–
Director of the College Union
B.S., M.S., East Texas State University;
M.B.A., Mt. St. Mary's College

Miriam Carter 1982–
Program Director, College Union
B.A., University of Massachusetts

Clare N. Shumway 1977–
Medical Director
M.D., University of Buffalo School of Medicine

Douwe L. Radsma 1961-
College Physician
M.D., University of Amsterdam

Ruth Kane 1964-
Head Nurse
R.N., Mercy Hospital; B.S., Duquesne University

John J. Schlegel 1976-
Treasurer and Business Manager
B.S., M.B.A., Temple University

Roland E. Hansen 1973-
Assistant Business Manager
B.A., Nebraska Wesleyan University

Michael Malewicki 1976-
Director of Personnel
B.A., Gettysburg College; M.S.,
Shippensburg State College; M.B.A., Mt. St.
Mary's College

Gary L. Anderson 1973-
Director of Auxiliary Services
B.A. University of Albuquerque; M.B.A.,
Mt. St. Mary's College

Thomas Phizacklea 1982-
Assistant Manager, College Store
B.A., University of Pittsburgh, Johnstown

Jay P. Brown 1947-
Bursar
Certificate, American Institute of Banking

Jack S. Krafft 1970-
Director of Safety and Security

James TenBrook 1982-
Director of Physical Facilities
B.S., U. S. Naval Academy, M.S., Texas A & M
University; M.A., Columbia University

Richard Page Allen 1978-
Vice President for College Relations
A.B., Lafayette College

Gary Lowe 1978-
Associate Vice President for College Relations
B.S., Denison University; M.S., Miami University

Marguerite Carroll Zelenz 1977-
Director of Annual Giving
B.A., Duke University

Karen L. Scheible 1982-
Assistant Director of Annual Giving
B.A., Muhlenberg College

Bernadine Dorich 1979-
Director of Public Relations
A.B., West Liberty State College; M.A., Kent State
University

Kelly Ann Alsedek 1981-
Assistant Director of Public Relations
B.A., Gettysburg College

Robert D. Kenworthy 1965-
Associate Director of Public Relations

Robert D. Smith 1965-
Director of Alumni Relations
B.S., Gettysburg College; M.S., Shippensburg
State College

The Faculty [1982-83 Academic Year]

Charles E. Glassick 1977-
President and Professor of Chemistry
B.S., Franklin and Marshall College; M.A., Ph.D., Princeton
University; D.Sc., University of Richmond

David B. Potts 1979-
Dean of the College and Professor of History
B.A., Wesleyan University; M.A., Ph.D., Harvard University

Emeriti

R. Henry Ackley 1953-1976
Professor of Music, Emeritus
B.A., Western Maryland College; Teacher's Certificate in
Voice, Peabody Conservatory of Music

Albert Bachman 1931-1963
Professor of Romance Languages, Emeritus
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²*Sabbatical leave, January and Spring Terms, 1983–84*

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1983-84 Calendar

FALL TERM

September 2-4, Friday-Sunday
September 5, Monday
September 6, Tuesday at 8:00 a.m.
October 14-17, Friday at 4:00 p.m.-Monday
October 18, Tuesday at 8:00 a.m.
October 20, Thursday
October 21, Friday
October 21-23, Friday-Sunday
November 5, Saturday
November 17, Thursday at 11:00 a.m.
November 22, Tuesday at 4:00 p.m.
November 28, Monday at 8:00 a.m.
December 10, Saturday
December 12-17, Monday-Saturday

Orientation
Registration
Classes begin
Long weekend
Long weekend ends
Mid-term reports
Fall Honors Day
Fall Parents Weekend
Alumni Homecoming
Fall Convocation (10:50 a.m. classes cancelled)
Thanksgiving recess begins
Thanksgiving recess ends
Last day of classes
Final examinations

JANUARY TERM

January 3, Tuesday at 8:00 a.m.
January 7, Saturday
January 27, Friday at 5:00 p.m.

January Term begins
Regular instruction day—classes meet
January Term ends

SPRING TERM

February 6, Monday
February 7, Tuesday at 8:00 a.m.
March 23, Friday
March 23, Friday at 4:00 p.m.
April 2, Monday at 8:00 a.m.
April 14, Saturday
April 19, Thursday at 4:00 p.m.
April 24, Tuesday at 8:00 a.m.
April 25, Wednesday
May 4, Friday
May 4-6, Friday-Sunday
May 17, Thursday
May 18, Friday
May 21-26, Monday-Saturday
June 1-2, Friday-Saturday
June 3, Sunday

Registration
Classes begin
Mid-term reports
Spring recess begins
Spring recess ends
Get Acquainted Day
Easter recess begins
Easter recess ends
Follow Monday schedule
Spring Honors Day
Spring Parents Weekend
Pre-registration
Last day of classes
Final examinations
Alumni Weekend
Baccalaureate and Commencement

Statistical Summary

Students in College 1982 Full-Time Enrollment Fall Term

	M	W	Total
Senior	210	226	436
Junior	202	217	419
Sophomore	251	256	507
Freshman	277	273	550
	940	972	1912

Geographic Distribution Full-Time Students 1982 Fall Term

	Number of Students	Percent
New Jersey	601	31.4
Pennsylvania	536	28.0
New York	252	13.2
Connecticut	182	9.5
Maryland	165	8.6
Massachusetts	44	2.3
Virginia	35	1.8
Delaware	21	1.1
Other States and Foreign Countries	76	4.1
	1912	100%

Student Retention

Of the students who entered Gettysburg as freshmen in September 1978, 69.2% were graduated by August, 1982, 2.6% who had not met the graduation requirements continued at Gettysburg, 7% were required to withdraw from Gettysburg for academic reasons.

Endowment Funds

Gettysburg College has benefited over the years and continues to benefit from the income of funds contributed to the College's Endowment. Income from unrestricted endowment funds may be used for the general purposes of the College or for any special purposes; income from restricted endowment funds is used solely for the purpose specified by the donor. The generous support of the donors listed below has been vital to the continuing success of the College.

(Unrestricted)

- Allhouse Family Endowment Fund*
- Alumni Memorial Endowment Fund*
- E. W. Baker Estate*
- Frank D. Baker*
- Robert J. Barkley Estate*
- Fay S. Benedict Memorial Fund*
- H. Melvin Binkley Estate*
- H. Brva Campbell Estate*
- Class of 1919 Fund*
- Class of 1927 Fund*
- Class of 1939 Fund*
- Class of 1971 Fund*
- Louise Cuthbertson*
- A bequest in memory of Arthur Herring, Anna Wiener Herring and Louise Cuthbertson.
- Charles W. Diehl, Jr., '29*
- Harold Sheely Diehl Estate*
- Faculty and Staff Memorial Endowment Fund*
- Robert G. Fluhrer, '12*
- The Ford Foundation*
- The Garman Fund*
- Given by members of the Garman family as a perpetual family memorial to the endowment of Gettysburg, the income of which shall be used in support of the education program.
- The Gettysburg Times*
- Mamie Ragan Getty Fund*
- Frank Gilbert*
- Margaret E. Giles*
- Ralph and Katherine M. Gresh*
- James H. Gross Annuity*
- George G. Hatter, '11*
- Adam Hazlett, '10*
- Joseph H. Himes, '10*
- Marion Huey*
- John E. Jacobsen Family Endowment Fund*
- Caroline C. Knox*
- William J. Knox, '10*
- Frank H. Kramer, '14 and Mrs. Kramer*
- Bernard S. Lawyer, '12*
- Harris Lee Estate*
- The Richard Levis Lloyd Fund*
- Ralph McCreary Estate*
- James MacFarlane Fund, Class of 1837*
- Dana and Elizabeth Manners Memorial*
- G. Bowers Mansdorfer, M.D., '26*
- J. Clyde Markel, '00, and Caroline O. Markel*

Robert T. Marks

Fred G. Masters, '04

A. L. Mathias, '26

John H. Mickley, '28

A gift for endowment in memory of his brother William Blocher Mickley.

Alice Miller

William J. Miller, Jr., '00

Thomas Z. Minehart, '94

Ruth G. Moyer Estate

Bernice Baker Musser

Helen Overmiller

Ivy L. Palmer

Joseph Parment Company

Mrs. Willard S. Paul, '31

Mary Hart Rinn

Nellie G. Royer

Sarah Ellen Sanders

Anna D. Seaman

A. Richard Shay, '28

Paul R. Sheffer, '18

A bequest to Gettysburg College in support of the educational program.

Herbert Shimer, '96

Robert O. Sinclair

Albert T. Smith Memorial Fund

James Milton Smith Fund

Contributed by Mrs. Emma Hancock Smith as a memorial to her son James Milton Smith.

Anna K. and Harry L. Snyder

Mary Heilman Spangler

Charles M. A. Stine, '01

Harvey W. Strayer, '10

Veronica K. Tollner Estate

Vera and Paul Wagner Fund

Walter G. Warner Memorial Fund (by Bergliot J. Warner)

Leona S. & L. Ray Weaver Memorial Fund

Richard C. Wetzel

Jack Lyter Williams Memorial Fund

Contributed by Mrs. Ernest D. Williams as a memorial to her son Jack L. Williams, Class of 1951.

Jeremiah A. & Annie C. Winter Memorial Fund

Alice D. Wrather

Romaine H. Yagel Trust

(Restricted)

Conrad Christian Arensberg Memorial Fund A fund established in 1948 by Francis Louis Arensberg in memory of his father, a Union veteran, for the purchase of Civil War books and materials.

The Rev. Peter C. Bell Memorial Lectureship Fund A fund for the establishment of a lectureship on the claims of the gospel on college men.

Bikle Endowment Fund A fund to support debating, established in 1925 to honor Dr. Philip Bikle, Class of 1866, Dean of Gettysburg College 1889-1925.

Joseph Bittinger Chair of Political Science.

Lydia Bittinger Chair of History.

Joseph and Lydia Bittinger Memorial Fund A fund to support the needs of the library.

Robert Bloom Fund For Civil War Studies.

Mr. & Mrs. Thomas Citron A fund established by Mr. & Mrs. Thomas Citron '47 to endow insurance on a 1934 oil painting by Minna Citron.

Class of 1911 Memorial Trust Fund A fund established in 1961, on the fiftieth anniversary of the Class, to provide income for the purchase of books for the college library.

Class of 1925 Meritorious Service Award Foundation To provide annual alumni awards for notable service rendered Alma Mater.

Thomas Y. Cooper Endowment A bequest to Gettysburg College in support of its libraries: (a) for acquisitions in literature and American History, as a memorial to his parents, Dr. and Mrs. Moses Cooper; and (b) for the operating budget of the library.

A. Bruce Denny Fund A fund in memory of A. Bruce Denny, Class of 1973, contributed by fellow students to purchase library books.

Luther P. Eisenhart Fund A fund established for the use of Emeriti faculty and of widows of former members of the faculty in real need of assistance.

Clyde E. and Sarah A. Gerberich Endowment Fund A fund established to support a series of lectures dedicated to the memory of Dr. Robert Fortenbaugh '13.

Jean Landefeld Hanson Fund A fund established in 1971 by family and friends of the late wife of President Emeritus C. Arnold Hanson, the income to be assigned to purposes related to the Chapel program as determined by the Chaplain and the President of the College.

The Harry D. Holloway Memorial Fund A fund to be used for purposes of keeping alive on the campus of Gettysburg College the Spirit of Abraham Lincoln.

Dr. Amos S. and Barbara K. Musselman Art Endowment Fund The income only from this fund to be used primarily to support and advance knowledge and appreciation of art at Gettysburg College.

Dr. Amos S. and Barbara K. Musselman Chemistry Endowment Fund The income only from this fund to be used by the Chemistry Department in support of the Chemistry program. The funds will be used primarily for the purchase of laboratory equipment and supplies.

Musselman Endowment for Music Workshop A fund contributed by The Musselman Foundation, the income from which is to be used to support workshops in music performance and seminars in music education.

Musselman Endowment for Theatre Arts A fund contributed by The Musselman Foundation, the income from which is to be used to support visits to the campus by individuals with expertise in the technical aspects of the theatre.

Musselman Endowment for Visiting Scientists A fund contributed by The Musselman Foundation, the income from which is to be used to support visits by scientists to the College.

Keith Pappas Memorial Fund A fund established in memory of Keith Pappas '74 to provide an award to an outstanding student.

President's Discretionary Fund for Institutional Development

Henry M. Scharf Lecture Fund A fund contributed by Dr. F. William Sunderman '19 in memory of Henry M. Scharf, Class of 1925, to establish a lectureship on current affairs.

James A. Singmaster '98 Fund for Chemistry A fund established in 1967 by Mrs. James A. Singmaster in memory of her husband for the purchase of library materials in chemistry, or in areas related thereto.

Dr. Kenneth L. Smoke Memorial Trust Fund A fund created in 1971 to honor the man who in 1946 established the Department of Psychology at Gettysburg College and served as its chairman until his death in 1970. The annual income is used at the joint discretion of the Chairperson of the Psychology Department and the College Librarian.

Earl Kresge Stock Endowment Fund The income from a sum of money given by Earl Kresge Stock '19 in honor of Helen W. Wagner '06 and Spurgeon M. Keeny '14 for their outstanding and inspirational teaching ability to be used by the English Department, over and above its normal budget, in a manner determined by the Department to best promote the English Language in written form.

Stoeever Alcove Fund A fund established by Laura M. Stoeever for the support of the library.

J. H. W. Stuckenberg Memorial Lectureship A bequest from Mary G. Stuckenberg in memory of her husband to sponsor lectures in the general area of social ethics.

Waltemyer Seminar Room Fund A fund established by Carroll W. Royston '34 and the family and friends of Dr. William C. Waltemyer '13, former head of the Department of Bible at the College, to provide furnishings for and to maintain the library in a seminar room in his memory.

Stephen Henry Warner '68 Memorial Fund A two-part fund, including: (1) Contributions to Gettysburg College in memory of Mr. Warner, the income to be used to maintain and support the Warner Collection on Vietnam, as well as to purchase new books for the library; (2) A bequest established by Stephen H. Warner for (a) library acquisitions in Asian studies and for (b) use as seed money for projects encouraging exciting, challenging, and fresh ideas.

Woman's League Fund for Upkeep and Repair of the YMCA Building (Weidensall Hall) An endowment bequest of Louisa Paulus.

Dr. and Mrs. Jeremiah Zimmerman Fund A fund established in 1931 by Dr. Jeremiah Zimmerman (1873), from a bequest of Mrs. Zimmerman, who died in 1930, to create an endowment in support of the annual operating budget of the library.

John B. Zinn Memorial Fund





GETTYSBURG

Index

- Academic Advising 25
- Academic Calendar 23, 170
- Academic Honors 55
- Academic Policies and Programs 17
- Academic Purposes 1, 18
- Academic Services and Information 141
- Academic Standing 35
- Academic Standing Committee 35, 141
- Accounting, Courses in 77
- Accident Insurance 147
- Accreditation Inside back cover
- Administration, The 158
- Administrative Offices 142
- Admission Policy 144
- Admission Procedure 144
- Admissions, Expenses, and Financial Aid 143
- Advanced Credit and Placement 36, 145
- Advising System 25
- American Studies 102
- Anthropology, Courses in 126
- Anti-discrimination Policy Inside back cover
- Army Reserve Officers Training Program 56
- Art, Courses in 65
- Artist in Residence 138
- Asian Studies 102
- Astronomy (See Physics)
- Athletic Facilities 142
- Athletics 141
- Auditing of Courses 32
- Awards 56
- Bachelor of Arts Degree Requirements 27
- Bachelor of Science in Music Education 42
- Band 137
- Bills 146
- Biology, Courses in 67
- Board 145, 146
- Board of Trustees 156
- Bookstore 136, 145
- Business Administration, Courses in 77
- Calendar 1983-84 170
- Campus Life 133
- Career Services 139
- Career Opportunities (See Departmental Course Introductions)
- Catholic Student Religious Group 140
- Central Pennsylvania Consortium 45
- Certified Public Accountant Preparation 52, 78
- Chapel Programs 140
- Chemistry, Courses in 70
- Choirs 137
- Classical Studies, Courses in 73
- Classics, Courses in 73
- Classrooms, Laboratories 142
- College Store 136, 145
- College Union 135
- Communication Media 138
- Comprehensive Academic Fee 145

- Computer Center 142
- Computer Courses 39
- Computer Facilities 75, 142
- Computer Studies, Courses in 75
- Consortium Exchange Program 45
- Correspondence, Listing for 178
- Costs 145
- Counseling Services 138
- Course Changes 32
- Course Numbering System 64
- Courses of Study 63
- Credit System (Credit Hours) 27
- Cultural Activities 137
- Curriculum 22
- Dean of the College 141
- Dean of Educational Services 141
- Dean of Student Life 134
- Deans' Honor List 56
- Degree Requirements
 - Bachelor of Arts 27
 - Bachelor of Science in Music Education 42
 - Exemption From 36
- Dining Accommodations 135
- Dining Fees 145
- Distribution Requirements 28, 64
- Dormitories 134, 145
- Drama (See Theatre Arts)
- Dramatics 138
- Early Decision Plan 144
- Economics, Courses in 77
- Education, Courses in 82
- Employment Placement Services 44, 139
- Employment Prospects in Teaching 44
- Endowment Funds 171
- Engineering Cooperative Programs 52
- English, Courses in 84
- Enrollment, Summary of 171
- Environmental Studies and Forestry Cooperative Program 53
- Expenses 145
- Facilities 141
- Faculty, The 161
- Fees 145
- Financial Aid 147
- Foreign Study 49
- Forestry and Environmental Studies Cooperative Program 53
- Four-One-Four-Program (See January Term)
- Fraternities 135
- Fraternity Houses 135
- French, Courses in 89
- Freshman Advising and Orientation 25
- Freshman Colloquy 27, 64
- Full Time Student 31
- Geographical Distribution of Students 171
- Geography, Courses in 77
- German, Courses in 91
- Gettysburgian, The 138

Government, Courses in (See Political Science)
 Grading System 32
 Graduate School Preparation 26
 Graduation
 Requirements for 27
 With honors 55
 Grants 148
 Greek, Courses in 73
 Greek Life 135
 Handicapped Persons 31
 Harrisburg Urban Semester 45, 132
 Health and Physical Education, Courses in 94
 Health Center 140
 Health Service 140
 History, Courses in 97
 Honor Code 21
 Honor Commission 21, 136
 Honors, graduation with 55
 Honorary Fraternities and Societies 16
 Housing Policy 146
 Individualized Study 37
 Infirmary 140
 Insurance, Accident 147
 Insured Tuition Plan 146
 Intercollegiate Athletics 141
 Interdepartmental Studies, Committee on 100
 Interdepartmental Studies, Courses in 100
 Interfraternity Council 136
 Internships 23, 45
 Intramural Sports 141
 January Term 23
 Jewish Student Religious Group 140
 Journalism 138
 Junior Year Abroad 49
 Latin, Courses in 74
 Lectures 137
 Libraries 141
 Literary Magazine 138
 Literature, Concentration in 84
 Living Accommodations 134
 Loans 148
 Lutheran Theological Seminary Exchange 50
 Major Fields of Study 29
 Major Requirements 29
 Mathematics, Courses in 104
 Medieval and Renaissance Studies 102
 Mercury, The 138
 Microcomputer Laboratory 142
 Military Science, Courses in 107
 Minor Requirements 30
 Music Activities 137
 Music, Courses in 109
 Music Education, Bachelor of Science Degree 42
 Newspaper 138
 Off-Campus Study 45
 Office of Career Services 139
 Optional Minor 30
 Orchestra 137

Orientation 25
 Other Instructional and Administrative Personnel 167
 Owl and Nightingale Players 138
 Panhellenic Council 137
 Part Time Student 145
 Payment of Bills 146
 Peace, War, and World Order Studies 103
 Performing Arts 137
 Personal Property Insurance 147
 Phi Beta Kappa 16, 56
 Philosophy, Courses in 112
 Physical Education, Courses in 94
 Physical Education Requirement 27, 94
 Physics, Courses in 114
 Placement of Graduates 26, 44, 139
 Political Science, Courses in 117
 Predental Preparation 50
 Prelaw Preparation 50
 Premedical Preparation 50
 Preprofessional Studies 50
 Preveterinary Preparation 50
 Prizes and Awards (See also Scholarships) 56
 Programming and Student Activities 137
 Psychology, Courses in 119
 Publications, Student 138
 Radio Station 138
 Readmission of Students 35
 Refund Policy 146
 Register of Trustees, Faculty, Administration 155
 Registration 32
 Religion, Courses in 123
 Religious Life 2, 140
 Religious, Student Groups
 Catholic 140
 Jewish 140
 Protestant 140
 Reserve Officers Training Corps (ROTC) 55, 107
 Reserve Officers Training Corps, Courses in 107
 Residential Life 134
 Residence Requirements 30
 Rights and Responsibilities of Students 135
 Room Rents 145
 ROTC, Courses in 107
 Schedule Limitations 30
 Scholarships (See Also Prizes and Awards) 148
 Scholastic Aptitude Tests 144
 Seminars 37
 Senior Honors 55
 Senior Scholars' Seminar 37
 Small Business Institute Program 78
 Social Fraternities and Sororities 135
 Sociology and Anthropology, Courses in 126
 Sororities 135
 Spanish, Courses in 129
 Special Interdepartmental Programs 102
 Special Major 30
 Special Students 145, 146
 Spectrum, The 138

Speech, Courses in 84
 Sports 141
 Statement of Purpose 1
 Statistical Summary of Students 171
 Student Activities 137
 Student Activities Council 136
 Student Communication Media 138
 Student Conduct 135
 Student Conduct Review Board 135
 Student-Faculty Ratio 7
 Student Financial Aid 147
 Student Government 136
 Student Handbook 135
 Student Insurance 147
 Student Health Service 140
 Student Life 1, 134
 Student Life Council 136
 Student Newspaper 138
 Student Radio Station 137
 Student Retention 171
 Student Senate 136
 Student Services 134, 138
 Student Yearbook 138
 Students, Geographical Distribution 171
 Summary of Facts about Gettysburg 15
 Summer Theatre 138
 THUS (The Harrisburg Urban Semester) 45, 132
 Table of Contents 3
 Teacher Education Programs 39
 Elementary 41
 Secondary 40
 Music Education 42
 Teacher Placement 44
 Theatre Arts and Drama,
 Concentration in 84
 Courses in 84
 Groups 137
 Transcripts 35
 Transfer Credit 36
 Transfer Students 145
 Tuition 145
 Two Minute Look at Gettysburg 15
 United Nations Semester 49
 Veterans' Administration Benefits 146
 Visitation Hours Policy 134
 Vocational Counseling 25, 139
 Washington Semester, Economic Policy or Political
 Science 46
 Withdrawal of Students 35
 Women's Chorus 137
 Work-Study Program 148
 Writing Policy 28
 WZBT 138
 Yearbook 137

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Alumni Affairs

Robert D. Smith, *Director of Alumni Relations*

Bursar

Jay P. Brown, *Bursar*

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Dea Forney, *Director of Career Services*

Central Pennsylvania Consortium

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Chaplain

The Rev. Karl J. Mattson, *Chaplain*

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Richard Page Allen, *Vice President for College Relations*

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James H. Richards, Jr., *Librarian*

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Dina Dorich, *Director of Public Relations*

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John J. Schlegel, *Business Manager*

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Dr. Susan M. Brady, *Dean of Student Life*

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 Gettysburg, Pennsylvania 17325

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Gettysburg College does not engage in illegal discrimination in its programs, activities, and policies against students, prospective students, employees, or prospective employees, on account of race, color, religion, ethnic or national origin, age, personal handicap, or sex. Such policy is in compliance with the requirements of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, and all other applicable federal, state, and local statutes, ordinances, and regulations. Inquiries concerning the application of any of these laws may be directed to the Affirmative Action Officer at the College or to the Director of the Office for Civil Rights, Department of Education, Washington, D. C. for laws, such as Title IX of the Education Amendments of 1972 and the Rehabilitation Act of 1973, administered by that department.

Gettysburg College is accredited by the Middle States Association of Colleges and Secondary Schools.



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GETTYSBURG

Gettysburg College
Gettysburg, Pennsylvania



Table of Contents

1 A Statement of Purpose

5 Gettysburg College—The Community

17 Academic Policies and Programs

Academic Purposes, Honor Code, Curriculum, January Term, Advising System, Credit System, Degree Requirements, Residence Requirements, Registration, Grading System, Academic Standing, Transcripts, Withdrawal and Readmission, Transfer Credit, Exemption from Degree Requirements, Individualized Study and Seminars, Senior Scholars Seminar, Computer Courses, Teacher Education Programs, Off-Campus Study, Additional Off-Campus Programs, Preprofessional Studies, Cooperative Programs, Senior Honors, Deans' Honor List, Prizes and Awards

63 Courses of Study

133 Campus Life

Student Life, Office of Student Life, Residential Life, Greek Life, Dining Accommodations, Student Conduct, College Union, Student Government, Programming and Student Activities, Campus Communications, Counseling Services, Career Services, Health Service, Religious Life and Chapel Programs, Athletics, Academic Services and Information, Facilities

143 Admission, Expenses, and Financial Aid

Admission Policy, Comprehensive Academic Fee Plan, Board, Room Rents, Payment of Bills, Housing Policy, Refund Policy, Insurance, Student Financial Aid

155 Register

Board of Trustees, Administration, The Faculty, Other Instructional and Administrative Personnel, Calendar, Statistical Summary, Student Retention, Endowment Funds

175 Index

The provisions of this catalogue are not to be regarded as an irrevocable contract between the College and the student. The College reserves the right to change any provision or requirement at any time. This right to change provisions and requirements includes, but is not limited to, the right to reduce or eliminate course offerings in academic fields and to add requirements for graduation.

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A Statement of Purpose Gettysburg College

Chartered in 1832 for the express purpose of exerting "a salutary influence in advancing the cause of liberal education," Gettysburg College is a community committed to the discovery, exploration, and evaluation of the ideas and actions of humanity and to the creative extension of that heritage. Gettysburg College cherishes its place in history as the oldest existing college affiliated with the Lutheran Church in America and intends to continue that church relatedness. By intent also, Gettysburg College is nonsectarian in its instruction and strives to serve students of all faiths.

To meet its commitment, Gettysburg College seeks foremost to establish and maintain an environment of inquiry, integrity, and mutual respect. In this setting, the College creates opportunities for students to learn specific intellectual skills and to strive for breadth of understanding. A rigorous program of undergraduate learning in the arts and sciences is complemented by student and religious life programs designed to challenge and enrich the academic experience.

Gettysburg College considers its purpose fulfilled if its students grow as critically informed, humane, and creative individuals and continue to grow in these qualities after they have left Gettysburg.

The Academic Program

At the heart of Gettysburg College is the academic program, which stresses logical, critical thinking and clear writing and speaking. Through a curriculum that derives its coherence from the traditions of liberal education, faculty introduce students to the assumptions and methods of a representative variety of academic disciplines in the sciences, the social sciences, and the humanities. Students are encouraged not only to specialize but also to broaden their understanding of the past and present intellectual, social, and cultural contexts within which knowledge lives. The academic program is designed to provide more than skills and intellectual perspective; it places these in a context of humane values such as openmindedness, personal responsibility, and mutual respect.

The Gettysburg faculty is dedicated to the goals of liberal learning, committed to professional development that serves

and exemplifies those goals, responsible for periodic review of the curriculum, and eager to teach and learn with students in an open and trusting exchange.

Gettysburg's academic program can reach its full potential only if our students continue to have the ability and the inclination to profit from an intense liberal arts experience. The academic environment is further enriched when such students come from many socio-economic and ethnic backgrounds.

With a coherent curriculum, an able and dedicated faculty, and students committed to learning, the academic program seeks to free students *from* narrowness and provincialism and to free them *for* the joys and benefits of conscious intellectual strength and creativity. Gettysburg wants its students to learn a wise scepticism and a sense of human fallibility, to acquire new interests and orientations through liberating experiences of change and growth, and to learn to use the skills, knowledge, and values of a liberal education in an unending but satisfying search for wisdom and fullness of life.

The Student Life Program

Students entering college are interested in discovering who they are. Because students often face critical decisions about personal values, occupational choices, and role identities during their college years, the student life program seeks to provide opportunities for resolution of these important matters. To assist students in weighing available options and making decisions, the student life program offers, for example, psychological and career counseling and informal seminars on a variety of topics. Personal contact with Gettysburg's faculty and administration provides the attentive student with a wide range of role models to contemplate. Gettysburg's annual lecture series further expands students' horizons.

The College also reveals its commitment to the total development of its students by encouraging them to play an important role in establishing and enforcing the conditions of campus life. Students supervise the academic Honor Code; students participate on certain trustee, faculty, and College planning and policy-making committees; and students fund and control many student activities.

To supplement what students learn through living on campus and participating in student development programs, the College provides a full and varied extracurricular program. This program encourages students to develop leadership skills by working in student government; to deepen their appreciation for the arts by participating in concerts, dramatic productions, and other performances; to sharpen their writing and speaking

skills by contributing to College publications or broadcasts; and to enjoy the mental and physical self-discipline required by competition in intercollegiate, intramural, and recreational athletics.

The Religious Life Program

Gettysburg College has partnership agreements with the Central Pennsylvania and Maryland Synods of the Lutheran Church in America. These relationships and, more specifically, the campus religious life program, nurture intellectual values and give opportunities for the examination of spiritual and moral values and for commitments by those who choose to make them.

The religious life program of the College is designed to meet the needs of this religiously heterogeneous community to worship, to study, and to serve. The Chaplains, although they are employed by the College and report directly to the President, are called to this service by the synods of the Church. They assume primary responsibility for corporate worship; they counsel students and other campus personnel, help students and faculty plan programs to explore theological issues and to reach out to those in need, facilitate the work of local churches and denominational groups on the campus, and speak prophetically to issues of human justice when College values and College practice seem to diverge.

Gettysburg College best serves the Church through its performance as a superior educational institution in which the Church's commitments and practices may be tested.

Summary

Through its academic program, its student life program, and its religious life program, then, Gettysburg College provides for the development of the young adult as a whole person—intellectually, socially, emotionally, physically, and spiritually.

Approved by the Gettysburg College faculty: October 8, 1981
Approved by the Gettysburg College Board of Trustees:
December 5, 1981





GETTYSBURG

The
Community

A heritage of excellence

Gettysburg College

1832/1982

The 1982-83 academic year marked the 150th anniversary of the opening of the College for the admission of students. Having received its charter from the Pennsylvania legislature on April 7, 1832, the College was opened for the admission of students on November 7, 1832. It is the oldest Lutheran affiliated college in the United States.



Most of the roads which bring you to Gettysburg College in the historic town of Gettysburg in South Central Pennsylvania will cross the site of the famous Civil War Battle of 1863. During those three hot July days, Pennsylvania Hall—which is still the center of the campus—served as a hospital for both Union and Confederate forces. Today the town of Gettysburg is larger but less turbulent than in 1863. It is virtually encircled by a 3500-acre National Military Park; the surrounding countryside is rural,

consisting primarily of farms and orchards in rolling countryside with large expanses of undisturbed woodland.

Gettysburg College, like the town of which it is a part, has grown since its Civil War days. It now has a campus of 200 acres and seeks to limit its enrollment to 1850 students. It is a private, independent college that is one of the 18 colleges affiliated with The Lutheran Church in America. Yet

since its founding in 1832 by Lutherans and local community leaders, the College's purpose has remained the same: to offer a quality liberal arts education to students of all faiths.

The goals of the educational program at Gettysburg are to develop your capacity to think logically and use language clearly, to give you a rigorous introduction to the assumptions and the methods of a representative variety of academic disciplines, and to acquaint you with the range and diversity of human customs, pursuits, ideas, values, and longings.

Ultimately, this type of education is the most practical of all because it equips you to make a creative approach to problems—present or future. In addition, Gettysburg believes strongly that such an education will foster in you a high sensitivity to moral

and spiritual values along with a quest for knowledge which will continue after completion of formal studies.

Although training for specific jobs is not seen as a primary function of a liberal arts education, Gettysburg does not ignore your appropriate concern about careers. The College offers a career services program; preparation and certification for teaching; advisory services for prelaw and premedical students; opportunities for student internships in a variety of fields; and concentration in a major field as preparation either for further specialization in graduate or professional school, or for work in business, industry, or government.

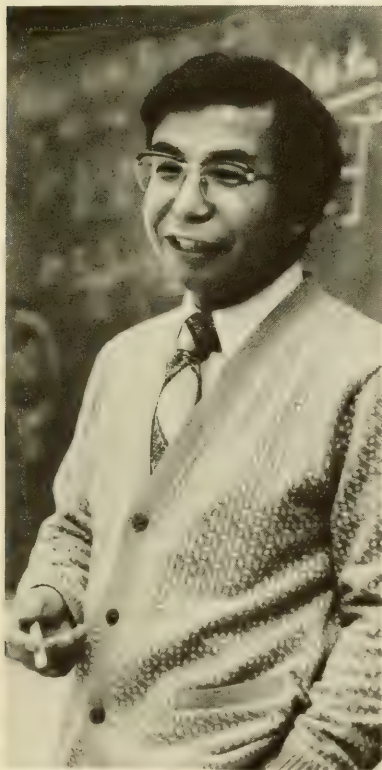
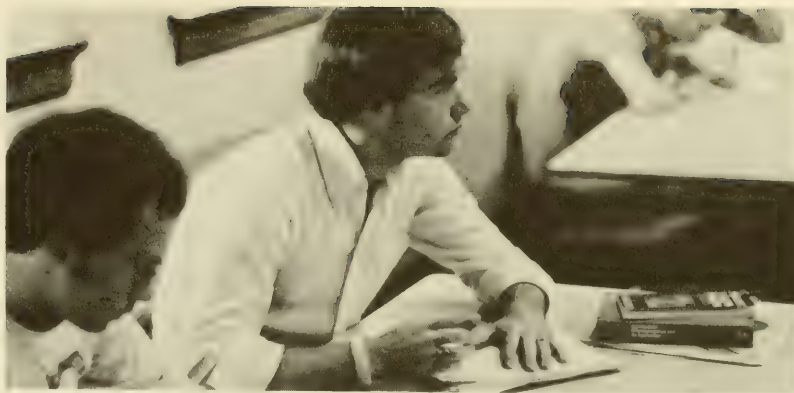
Academic programs at Gettysburg provide you with both a broad

range of intellectual experiences and the individual attention you need to make the best use of those experiences. One of the advantages of an education at Gettysburg is the preponderance of small classes, especially in more advanced courses. A student-faculty ratio of 13:1 helps to assure close relationships between you and your professors.

You may select a major field of study from any one of 23 academic areas: art, biology, business administration, chemistry, classical studies, economics, English (or English/theatre arts), French, German, Greek, health and physical education, history, Latin, mathematics, music, music education, philosophy, physics, political science, psychology,

The November 28, 1983 issue of U.S. News & World Report reported the results of a survey of college presidents that asked them to pick the best campuses for undergraduate study. Because of the range of its programs, Gettysburg was classified as a small comprehensive university in this survey. Among the schools in this category, Gettysburg ranked among the top four east of the Mississippi River. In the article, a college president was quoted as

choosing Gettysburg "on the basis of their personal interest in students and their consideration of humane treatment of all students." Gettysburg's ranking in this survey is consistent with other independent appraisals of the College's stature. Gettysburg is listed in all the major guides to selective colleges including the national comprehensive guide, 100 Top Colleges: How to Choose and Get In.





Consortium and through other off-campus and cooperative programs, Gettysburg offers you academic opportunities beyond our campus. Off-campus programs include the Washington Semester programs with American University in government and politics, economic policy, foreign policy, public administration, justice, urban studies, journalism, or arts and humanities; the United Nations Semester at Drew University; and cooperative programs in marine biology with Duke University or the Bermuda Biological Station. Many students each year study in foreign countries under our Study Abroad program.

Gettysburg has cooperative programs in engineering with Pennsylvania State University, Rensselaer Polytechnic Institute and Washington University of St. Louis. There is a cooperative forestry and environmental studies program with Duke University. Under all of these programs a student begins his or her college

religion, sociology and anthropology, and Spanish.

If you want to concentrate your academic program on a particular problem or area of investigation which involves courses in several different departments, you may design your own major. A Special Major can cover broad areas such as American Studies, or it can focus on a specific topic, such as Community Planning and Administration.

The College's distribution requirements assure your acquaintance with several broad areas of study. After you select a major field of study, ample opportunity is provided for electives in fields of your choice.

The 4-1-4 academic calendar at Gettysburg allows you to spend the entire month of January concentrating upon one course to provide an exciting, intensive, academic experience in an area in which you have special interest. Individualized study projects in the fall and spring terms can also help you explore your special interests. The academic program exists to serve you, the individual student.

You will have a faculty adviser to assist you in planning your academic program. Academic counseling is available, as is counseling for nonacademic personal matters. Gettysburg wants you to succeed, and the faculty and staff are dedicated to helping you.

Through membership in the three-college Central Pennsylvania



career at Gettysburg and completes it at the cooperating university, earning degrees from both institutions.

Preparation for your career may be very much a part of your studies at Gettysburg. Through the teacher education programs you can become certified to teach in elementary education, music education, or in one of 11 different secondary education fields.

Gettysburg offers all the courses necessary for you to enter the medical, dental, or veterinary medicine school of your choice. Prelegal preparation does not require specific courses, but for students interested in either medical or legal careers, we have special advisory committees to help students plan their courses and to help them obtain admission to the professional school they choose.

Gettysburg lets you take much of the responsibility for choosing an academic program that meets your needs and interests. Regardless of the courses you select, the classes at Gettysburg will challenge you intellectually so you can feel the satisfaction that comes only from meeting that challenge and succeeding.

The faculty at Gettysburg is the heart of the College's excellence as an academic institution. The faculty members not only are highly skilled as scholars and teachers but are very much interested in the growth and development of you, the student.

The faculty is concerned with the continued improvement of its teaching skills. Funds for such improvement have come from grants from two major foundations and the National Endowment for the Humanities in recognition of the College's commitment to excellence



in undergraduate teaching and from the College's own resources.

Teaching occurs most obviously in the classroom, but it does not stop there. As a student, you will be encouraged to talk to your professors after class and during office hours. You will have a faculty adviser to turn to for advice or just for conversation.

The relationship between students and faculty need not end at graduation. Recently, a professor in the Political Science Department has published articles as co-author

was the subject of the motion picture made for television, "Journey From Darkness" and the book, *White Coat, White Cane*. Most students do not require the special attention from faculty and other students that was needed to prepare a blind student for medical school, but when an individual student needs such attention, Gettysburg tries to provide it.

While emphasizing the teaching of undergraduates, the faculty is also concerned with scholarly achievement. Nearly three-quarters hold the doctoral degree or the highest earned degree in their fields, and many publish books and articles in scholarly journals. These scholarly activities assure that faculty members keep up with—and contribute to—the latest developments in their fields. These scholarly achievements thus help to make the faculty better teachers.

The faculty at Gettysburg is a group of trained scholars and skilled teachers with a warm, personal interest in you, the student.

Gettysburg's 200-acre campus and 43 buildings provide you with excellent facilities for all aspects of college life.

The center of the academic facilities is the new Musselman Library/Learning Resources Center. Total library collections include approximately 280,000 volumes, 36,000 microforms, 32,000 government publications, 11,000 records, and subscriptions to 1,250 journals.

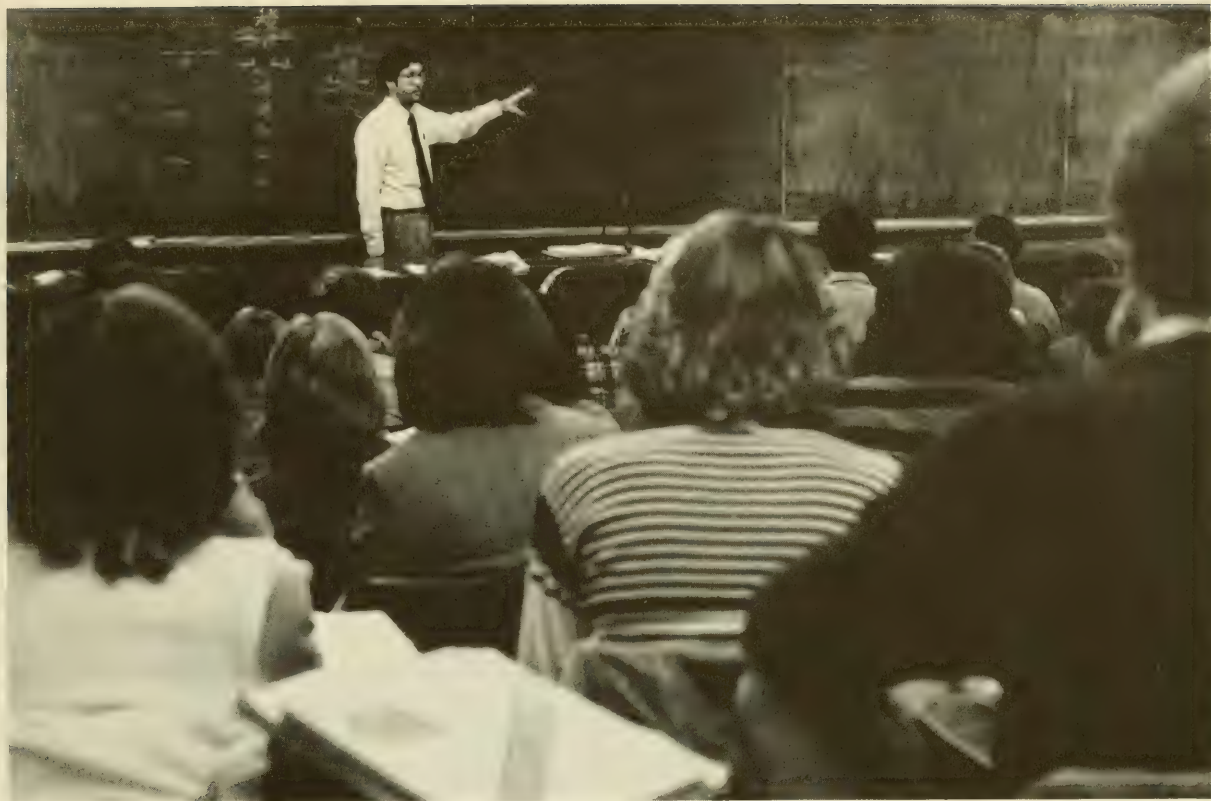
Today a college needs more than an excellent library. New instructional techniques must be available. Gettysburg's computer center has a sophisticated Burroughs computer which permits use in every major computer language to serve you



with a former student who is now a practicing attorney. Student-faculty relations continue on a social as well as a scholarly level. If you visit the home of a faculty member during Homecoming Weekend or Commencement, you may find former students as guests.

The first blind student admitted to medical school in the United States in this century was a Gettysburg graduate. His story





educational needs and a microcomputer laboratory with 28 Apple II microcomputers. The College has a modern language laboratory, a theatre laboratory studio, a greenhouse, an observatory with a 16-inch telescope, and a planetarium with a 30-foot dome on which paths of planets and stars are projected.

Gettysburg is fortunate to have both an RCA EMU4 transmission electron microscope (TEM) and a JEOL TS20 scanning electron microscope (SEM) so that students

in the sciences can do any advanced work for which an electron microscope is a necessity.

Ten residence halls, 12 fraternity houses, and three cottages provide you with variety in your housing choices. Eighty-five percent of the students live in College residences or fraternity houses. The College dining hall provides meals on either a contract or occasional basis.

The College Union Building with its many features—including bowling alleys and an Olympic-size swimming pool—is a center of student life on the campus.

Other recreational and athletic facilities include two gymnasiums, a fieldhouse, a stadium with a football field and quarter-mile cinder track, and five additional outdoor athletic fields. Both indoor and outdoor tennis courts are available.

The well-equipped College Infirmary has 9 double rooms for in-patients, a two-bed isolation room, a kitchen, nurses' quarters, and treatment, examining, and consulting rooms.

Although most major buildings on campus have been built in the last 25 years, the original campus building—Pennsylvania Hall, built in 1837—has been renovated and serves as the center for administrative personnel. Many



other older buildings on campus have been renovated so that their exteriors retain the architectural charm of their period of construction while the interiors contain modern facilities.

A full and diverse program of cultural, extracurricular, and religious activities is provided to enrich your personal and academic growth as well as to provide enjoyment and relaxation.



Student responsibility is promoted through student participation in a number of committees and organizations. Because Gettysburg is a residential College, the Student Life Council is particularly important. Students play a vital role in the work of this Council, which reviews the College's policies for residential life and student conduct. An elected Student Senate is the main organization of student government. Students also run the Honor Commission, which administers the student Honor Code, and the Student Conduct Review Board, which handles disciplinary cases within the student body.

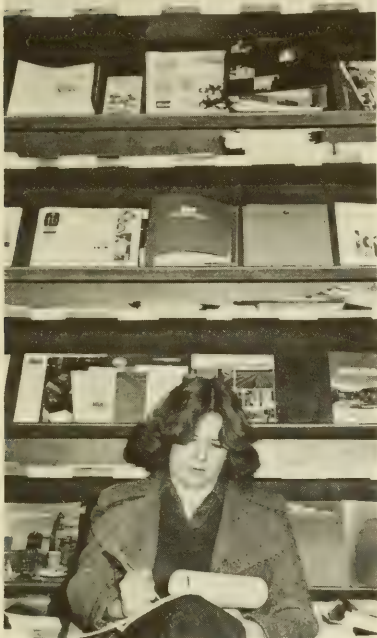
The College has a full calendar of cultural activities. Concerts, plays, and lectures occur frequently. Student performing groups include the Gettysburg College Choir, which has received international recognition, the Chapel Choir, the Women's Chorus, the College Marching and Symphonic Bands, the Gettysburg College-Community Chamber Orchestra, the Owl and Nightingale Players, who present four major theatrical productions each year, and the Laboratory Theatre, which performs a dozen shorter works.

The College Union is the center of student activities on campus. Many events such as concerts, lectures, films, and dances are held in the ballroom of the Union. The Bullet Hole, also in the Union, is a snack bar that serves as an informal meeting place for the campus.

Social events are also provided by fraternities and sororities. Gettysburg has 12 fraternities and seven sororities, all of which are nationally affiliated.

In addition to the social fraternities and sororities, the College has many departmental, professional,

ON-CAMPUS
INTERVIEWS—
EMPLOYER'S
MATERIALS



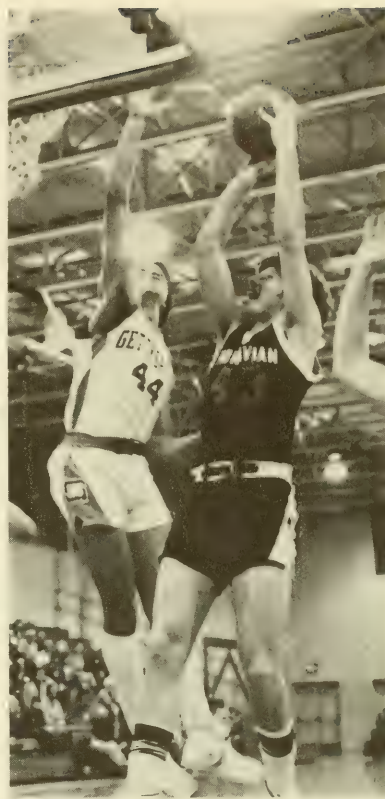
aspects of journalism and radio broadcasting.

Other Gettysburg student publications include *The Spectrum*, the College yearbook, and *The Mercury*, a journal of student poems, short stories, photographs, and art work.

At Gettysburg all students can participate in some supervised sport. Depending upon your athletic ability, you may choose to be part of the extensive intramural program for men and women or to play on one of 19 varsity teams. The intercollegiate program for men includes football, soccer, basketball, swimming, wrestling, lacrosse, tennis, cross country, baseball, golf, and track and field. The teams in golf, and track and field are open to both men and women. There is also an informal interest group for women in track and field. In addition, there are separate women's teams in field hockey, volleyball, cross country, basketball, swimming, lacrosse, softball, and tennis. In bowling and rifle there are club teams open to both men and women; there is a men's club team in rugby.

The College is a member of the Middle Atlantic States Athletic Conference and enjoys well balanced athletic rivalries with other teams in that division.

After you take advantage of all that Gettysburg has to offer you, you may wish to pursue further graduate study or to enter your career field immediately. You may be undecided. The Career Services Office will help you to clarify your goals and interests so you can make a wise career choice. This office maintains a library that includes vocational information, and information about graduate studies. Employment interviews with companies are offered on campus; more important, however,



the Career Services Office gives training in how to find out about and apply for jobs wherever you may wish to work.

Student life at Gettysburg is lively and diverse. There is one simple goal for all the organized activities on campus—to enhance the full range of your liberal education.

Admission to Gettysburg is on the basis of high academic attainment and evidence of ability to do high quality college work as indicated by aptitude tests and personal qualities. The College welcomes applications from students of

and honorary societies. There are honorary fraternities or clubs for students in 16 different academic areas. Gettysburg also has a chapter of Phi Beta Kappa, the national academic honorary fraternity.

To keep you informed about happenings on campus, there is the student newspaper, *The Gettysburgian*, the student-run FM radio station, WZBT, a weekly announcement sheet, *This Week at Gettysburg*. The newspaper and radio station offer you opportunities to learn about all



differing ethnic, religious, racial, economic, and geographic settings. Applications for admission are due no later than February 15 of your senior year. Offers of acceptance are usually sent by the first week in April. Applications for Early Decision will be considered between November 15 and February 1 of the senior year with notification of acceptance between December 15 and February 15.

Total expenses covering comprehensive academic fee, room, board, and books and supplies are estimated at \$10,560 for the 1984-85 academic year. Additional costs include personal expenses such as laundry and clothing, transportation, etc. A generous program of financial aid is available for students who are unable to finance their entire education from family and/or personal resources.

The College catalogue cannot give the full flavor of Gettysburg. When we ask our students "Why did you choose to come to Gettysburg?" most of them mention the College's academic programs, but they also talk about the friendliness that is Gettysburg. One student said it this way: "I felt so at home when I visited Gettysburg that I knew I wanted to go there. It seemed the people cared more and noticed me more. When you

don't know anyone, simple but meaningful gestures of kindness are never forgotten."

Only by visiting Gettysburg can you gain a fuller understanding of what a Gettysburg education can mean to you. As you sit in on a class, talk to a professor, or chat with students at the Bullet Hole, you will begin to appreciate all the ways that you can benefit from attending Gettysburg. The admissions staff can answer any specific questions you have about the College, but you also will learn much from the many informal conversations you have during your visit.

If you want to visit Gettysburg or find out anything about the College, please write—or call—Delwin K. Gustafson, Director of Admissions, Gettysburg College, Gettysburg, Pennsylvania 17325-1484, telephone (717) 334-3131.

A two-minute look at Gettysburg

Type of College: Four-year, coeducational, liberal arts college founded in 1832 and affiliated with the Lutheran Church in America.

Location: In the town of Gettysburg, in South Central Pennsylvania. Only 80 miles from Washington D.C., 55 miles from Baltimore, and 36 miles from Harrisburg, the state capital.

Enrollment: About 1850 students—approximately one-half are men and one-half are women.

Campus: 200 acres with 43 buildings.

Library: Musselman Library with total collections of 280,000 volumes, 36,000 microforms, 32,000 government publications, 11,000 recordings and subscriptions to 1,250 journals. The library seats 800 students, and has an all-night study, media

theater, graphics center, and language lab.

Faculty: 136 full time with 72% having an earned doctorate or the highest earned degree in their field. Student-Faculty Ratio 13:1.

Academic Calendar: 4-1-4

Degree Programs: Bachelor of Arts, Bachelor of Science in Music Education.

Majors: Art, biology, business administration, chemistry, classical studies, economics, English (or English/theatre arts), French, German, Greek, health and physical education, history, Latin, mathematics, music, music education, philosophy, physics, political science, psychology, religion, sociology and anthropology, and Spanish. Students may develop their own interdepartmental or interdisciplinary majors. Many optional minors.



Special Programs: Study Abroad; Washington Semester (government and politics, economic policy, foreign policy, public administration, justice, urban studies, journalism, or arts and humanities); United Nations Semester; cooperative programs in engineering, marine biology, or forestry and environmental studies; computer studies; certification in elementary and secondary education; January term internships; R.O.T.C.; Cooperative College Consortium with Dickinson and Franklin & Marshall Colleges.



Distinctive Features:

Sophisticated Burroughs computer and 28 Apple II microcomputers; two electron microscopes—transmission and scanning units; extensive new facilities for fine arts, music, and drama; planetarium; greenhouse; observatory; writing center; extensive physical education facilities.

National Honor Societies:

Phi Beta Kappa (one of only 17 chapters in Pennsylvania) and honorary or professional societies in 16 academic areas.

Social Life:

12 men's social fraternities and seven women's sororities; College Union which sponsors a diverse schedule of social events.

Student Activities:

Student-run FM radio station; yearbook; newspaper; full range of musical groups including two choirs and bands, orchestra, and numerous ensembles; liturgical dance group; various dramatic troupes; numerous student special interest groups.



Cultural Activities: Full schedule of lectures and concerts bringing to campus nationally known speakers and performers; film series at College Union; trips to Washington and Baltimore to events of special interest.

Sports: Extensive intercollegiate and intramural programs with 11 intercollegiate sports for men, and 10 intercollegiate sports for women, including 1 coeducational intercollegiate sport; and 16 intramural sports for men, and 11 intramural sports for women, including 3 coeducational intramural sports.

Student Services: Faculty advisers, academic and personal counseling, career counseling, financial aid counseling.

Residence Halls: Ten residence halls and three cottages. Some residence halls are single sex; others occupied by students of both sexes. Some student residence areas assigned to special interest student housing groups.

Religious Life: Programs for students of all faiths coordinated through the College Chapel.

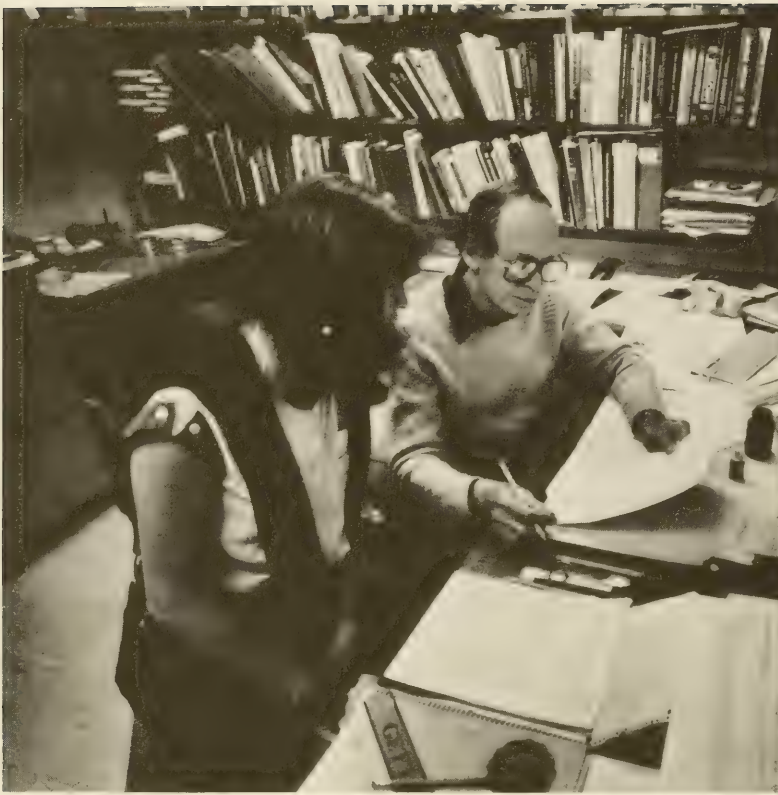
Student Government: Students assume the major role in planning student activities and in enforcing rules of responsible citizenship. Student Honor Code gives students responsibility for maintaining high standards of academic integrity.

School Colors: Orange and Blue.



GETTYSBURG

**Academic
Policies and
Programs**

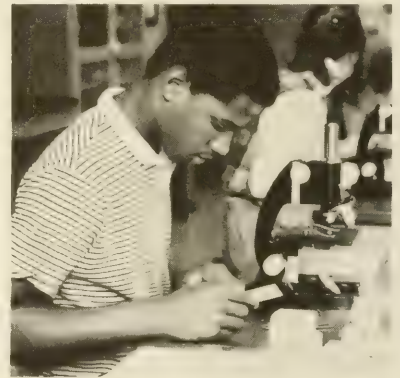


3. Rigorous introduction to the assumptions and methods of a representative variety of the academic disciplines in the sciences, the social sciences, and the humanities. The curriculum must encourage students to recognize that the disciplines are traditions of systematic inquiry, each not only addressing itself to a particular area of subject matter but also embodying an explicit set of assumptions about the world and employing particular methods of investigation. Students should recognize that the disciplines are best seen as sets of carefully constructed questions, continually interacting with each other, rather than as stable bodies of truth. The questions that most preoccupy academic disciplines involve interpretation and evaluation more often than fact. Students should learn that interpretation and evaluation are different from willful and arbitrary opinion while

Academic Purposes of Gettysburg College

Gettysburg College believes that liberal education liberates the human mind from many of the constraints and limitations of its finiteness. In order to accomplish its liberating function, Gettysburg College believes that it owes its students a coherent curriculum that emphasizes the following elements:

1. Logical, precise thinking and clear use of language, both spoken and written. These inseparable abilities are essential to all the liberal arts. They are not only the practical skills on which liberal education depends but also, in their fullest possible development, the liberating goals toward which liberal education is directed.
2. Broad, diverse subject matter. The curriculum of the liberal arts college should acquaint students with the range and diversity of human customs, pursuits, ideas, values, and longings. This broad range of subject matter must be carefully planned to include emphasis on those landmarks of human achievement which have in particular shaped the intellectual life of the present.





generalization, dogmatic assertion, and intolerant condemnation of the strange, the new, and the foreign. Students will tend to have a sense of human limitations, for no human mind can be a match for the world's immensity. Promoters of universal panaceas will be suspected as the gap between human professions and human performance becomes apparent. Students will tend less than before to enshrine the values and customs of their own day as necessarily the finest fruits of human progress or to lament the failings of their time as the world's most intolerable evils.

But wise skepticism and a sense of human fallibility are not the only liberating effects of the liberal arts. With effort and, in all likelihood, some pain, students master difficult skills and broad areas of knowledge. They acquire, perhaps with unexpected joy, new interests and orientations. In short,



at the same time recognizing that interpretations and evaluations of the same body of facts may differ drastically given different assumptions, methods, and purposes for inquiry. Human thought is not often capable of reaching universal certitude.

These necessary emphases of the college's curriculum are liberating both in the sense that they free students *from* narrowness and provincialism and in the sense that they free them *for* the joys and benefits of conscious intellectual strength and creativity.

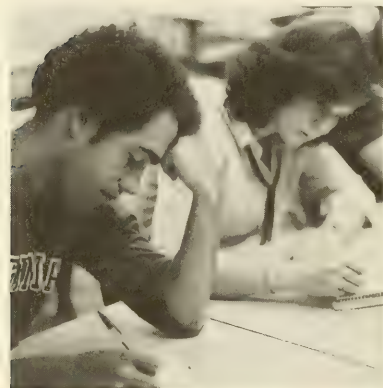
Liberal education should free students from gross and unsophisticated blunders of thought. Once exposed to the diversity of reality and the complexity and arduousness of disciplined modes of inquiry, students will be less likely than before to engage in rash



they experience change and growth. Perhaps this experience is the most basic way the liberal arts liberate: through providing the experience of change and growth, they prepare students for lives of effective management of new situations and demands.

The liberal arts provide a basis for creative work. Creativity is rarely if ever the work of a mind unfamiliar with past achievements. Rather creativity is almost always

the reformulation of or conscious addition to past achievement with which the creative mind is profoundly familiar. By encouraging students to become responsibly and articulately concerned with existing human achievement and existing means for extending and deepening human awareness, Gettysburg College believes that it is best insuring the persistence of creativity.



The intellectual liberation made possible through liberal education, though immensely desirable, does not in itself guarantee the development of humane values and is therefore not the final purpose of liberal education. If permitted to become an end in itself, it may indeed become destructive. A major responsibility of those committed to liberal education, therefore, is to help students appreciate our common humanity in terms of such positive values as openmindedness, personal responsibility, mutual respect, empathic understanding, aesthetic sensibility, and playfulness. Through the expanding and diverse intellectual activities offered in liberal education, students may develop greater freedom of choice among attitudes based on a fuller appreciation of our common

humanity and based on clearer recognition of our immersion in a vast, enigmatic enterprise.

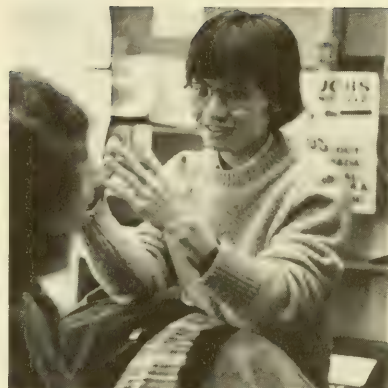
The faith of the founders of Gettysburg College expressed in the charter supports the foregoing statement of academic purposes. The open search to know, tempered by humane reflection, complements our religious heritage. Together, we hope to add useful initiative toward the creation of a world in which diversity is more challenging and interesting than it is fear-producing; a world in which one may hear the sad truths reported by cynics while hearing, too, tales of quiet courage, of grace, of beauty, of joy. Then the response to the inevitably dissonant experiences of living may be wiser as a function of liberal education. Of course, the development of wisdom remains an elusive aim. It

involves realms of experience that go beyond the academic, and a time span that encompasses a lifetime. Nevertheless, liberal education can be profoundly useful in the search for the fullness of life.

Adopted by the Faculty
December 1, 1977

The Honor Code

A liberal arts program has as a basic premise the ideal of academic integrity. Gettysburg students live and work in a college community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct.



An academic honor system was instituted at Gettysburg College in 1957 and was strongly reaffirmed in 1976. It is based upon the belief that undergraduates are mature enough to act honorably in academic matters without faculty surveillance and that they should be encouraged to conduct themselves accordingly. At the same time the College clearly recognizes the obligation placed upon each student to assist in maintaining the atmosphere without which no honor system can succeed.

The Honor Pledge, reaffirmed on all academic work submitted, states that the student has neither given nor received unauthorized aid and that he or she has witnessed no such violation. The

preservation of the atmosphere of independence permitted by the Honor Code is the responsibility of the community as a whole. Students must comply with the Honor Code both in presenting their own work and in reporting violations by others. No student may enroll at Gettysburg College without first having signed the pledge. A person who would sign the pledge with reservation should not apply for admission.

Alleged violations of the honor code are handled by an Honor Commission elected by the students. Decisions of the Commission may be appealed to a student-faculty-administrative board of review.

Curriculum

The major goals of the curriculum are to provide the student with: the ability to think logically and precisely and to use language clearly; an exposure to broad, diverse, subject matter in order to give acquaintance with the range and diversity of human customs, ideas, and values; and a rigorous introduction to the assumptions and methods of a representative variety of academic disciplines in the sciences, the social sciences, and the humanities. The Freshman Colloquy with its strong emphasis on lucid writing, helps students sharpen analytic skills necessary for college and beyond.



Gettysburg College's "Distribution Requirements" assure the student an introduction to the variety of opportunities offered by a liberal arts education. In the freshman year in addition to the Freshman Colloquy in Liberal Learning, the Gettysburg student normally takes courses in a variety of fields and begins to fulfill distribution requirements, such as those in foreign languages, laboratory sciences, social sciences, or literature. In the sophomore year the student usually selects a major and, in consultation with a major adviser, plans a college program which will allow the completion of specific graduation requirements and also provide opportunities for the widest possible choice of electives. In the last two years most students concentrate on courses in their major fields or a Special Major and supplement their programs with elective courses. Students are expected to complete the two year physical education requirement by the end of the sophomore year.

Students majoring in the natural sciences usually begin such programs in the freshman year and follow a closely prescribed sequence of courses. Students anticipating careers in medicine, dentistry, or veterinary medicine should begin acquiring necessary preparatory courses in the freshman year.



The ONE of the 4-1-4: January Term

The 4-1-4 calendar divides the academic year into three terms: Fall, January, and Spring. During the fall and spring terms, each student takes four courses; during the January Term, each student takes one course.

The January Term offers both students and faculty freedom and opportunity not found in the other two terms. Because the student takes only one course and the faculty member teaches only one course, January Term frees both student and faculty member from the demands of other courses and the conflicts sometimes created by these competing demands. Both are freed to explore together a limited subject in some depth, to investigate topics they may be

unable to investigate during the fall and spring terms, or to concentrate on one mutual interest.

Because neither the instructor nor the student has to rush to another



class or lab, both are freed from the traditional class periods two or three days a week. They may design experiments which require their presence for long periods of time or which demand frequent monitoring. They may schedule class meetings whose length and frequency best serve the needs of the particular subject.

Because of the flexible class schedule, faculty and students make greater use of off-campus facilities and situations for learning. In January 1984, instructors planned field trips to the Pentagon and the Supreme Court; to the Smithsonian Institution; to the Baltimore Museum of Industry; to a state mental hospital in Philadelphia; to various agencies, cultural events, and historic sites in Washington, D.C.; and to American Revolutionary War battle sites. Individual students may gather information for papers or projects at nearby public schools, government agencies, museums, historical societies, and libraries such as the Library of Congress.

Instructors may design courses in which students spend part of the term on campus in rather traditional learning situations and

then spend the other part of the month visiting places off campus. In January 1984, some students spent two weeks in a travel seminar in the South in conjunction with the Sociology course on Black Leadership and the Struggle for Freedom, and others spent two weeks seeing films in New York as part of the course on Techniques and Aesthetics of the Cinema. Some faculty design courses that take students off campus for the entire month of January. During the 1984 term, students traveled to Mexico, England, France, Germany, Greece, and Italy to study language, the theatre, ecology, archaeological sites, art and architecture, and the culture of these societies.

Students have the opportunity to study as exchange students at other colleges or universities which share the 4-1-4 calendar; to

design individual research projects; to test their skills, knowledge, and interest in an internship in a work setting. Or they may select one of approximately one hundred courses offered on campus.

Examples of courses offered in January 1984 include Plant-Animal Interactions; Introduction to Computer Graphics; Business Ethics; Economic Growth of Postwar Japan; Charles Dickens: Exuberance and Vexation; Personal History: Autobiography; Modern Dance; The Health of Presidents; Children's Literature; Jazz up to Now; Religion and Science: Partners or Opponents?; Vibrations, Waves and Music; American Law and Morality; Survey-Test Construction; Monks, Nuns and Friars; The Spanish House Experience; and Chinese Society.

During January 1984, Gettysburg College students enrolled at 20 institutions across the country, including the University of San Diego, the University of Delaware, the University of New Haven, Hofstra University, Drew University, Westminster College, and Mount Holyoke College. To complete individualized research projects, students worked as far away as London and Mexico and as close as the Adams County Courthouse; they studied the relationship between news coverage and public opinion, the insanity defense in criminal trials, Norse mythology, and the voting patterns of Supreme Court Justices. Students held internships in diverse areas: in law firms, in newspapers, in public school classrooms, in programs for exceptional children, in churches, in college admissions, in accounting firms, in the New York Stock Exchange, in the Hopi Mission School in Arizona, in the Cultural Center of the French



Embassy in Washington, D.C., in the Department of Health in New York City, in the shock trauma unit of the University of Maryland Hospital, in physical therapy at Duke University, and in various parts of the criminal justice system.

The January Term offers a change of pace in the academic year. It is a term which is both more relaxed and more intense than the other two terms. The expectations for the January Term are high. But like anything that affords freedom and opportunity, the January Term demands responsible use of time, ability, and facilities by both faculty and students if these expectations are to be met.

The Advising System

The College believes that one of the most valuable services which it can render to its students is

careful counseling. Accordingly, even before arriving on campus, each freshman is assigned a faculty adviser to assist in dealing with academic questions and in explaining College regulations. In addition special assistance is available from deans and counselors.

During the first week of the fall term, all new students participate in an orientation program designed to help them become acquainted with the College. All entering freshmen receive in



advance a detailed schedule of events of this program. During orientation, students have individual conferences with their advisers, take part in discussions of college life, and engage in other activities intended to familiarize them with the College. They also take achievement and placement tests which provide the College with valuable information concerning their educational background and academic

potential. These tests help Gettysburg to provide an education suited to each student's capacities.

During the year, freshman advisers arrange periodic meetings with their advisees to review the students' progress. Advisers are also available at other times to discuss unexpected problems as they arise. Any changes in a freshman's schedule must be approved by the adviser.

When a student chooses a major field of study, preferably by the end of the sophomore year, a member of the major department becomes his or her adviser and assists in the preparation of the student's class schedule. Thereafter, until the student leaves College, he or she normally retains the same adviser, who performs functions similar to those of the freshman adviser, including the

approval of all course schedules. It is the responsibility of sophomores and upperclass students to take the initiative in discussing their entire academic program with their advisers and to view that program as a meaningful unit rather than as a collection of unrelated courses.

A student wishing to change the major course of study must notify the department in which he or she is a major and secure the approval of the one desired. Juniors and seniors making such changes should understand that it may be necessary to spend more than four years in residence in order to complete their concentration requirements. Permission to spend more than four years in residence must be obtained from the Academic Standing Committee.

The College encourages qualified students to prepare for graduate work, which has become a necessity in an increasing number of career fields. It is important for such students to become familiar with the requirements of the graduate programs in which they are interested, as well as the qualifications for fellowships and assistantships within these programs, well in advance of their graduation from Gettysburg College. Above all, they should recognize the importance of building a superior undergraduate academic record.



The administration and major advisers informally assist students in securing employment or placement in graduate school. The Musselman Library/Learning Resources Center has a collection of graduate school catalogues for student reference. Four times a year the Graduate Record Examination is given on the Gettysburg campus for those students who plan to enter a graduate school; the Law School Admissions Test is given twice each year on campus. Special advisory committees assist students in planning for the legal and health related professions.

Credit System

The course unit is the basic measure of academic credit. For transfer of credit to other institutions the College recommends equating one course

unit with 3.5 semester hours. The 3.5 conversion factor is also used to convert semester hours to Gettysburg course units for those presenting transfer credit for evaluation at the time of admission or readmission to the College. A small number of quarter course units are offered in Music, Health and Physical Education, and ROTC. These courses may not be accumulated to qualify as course units for graduation. Quarter course units should be equated to one semester hour.

Requirements for the Degree of Bachelor of Arts

The College will confer the Bachelor of Arts degree upon the student who completes satisfactorily the following:

- 1) 35 course units, including Freshman Colloquy and attendance in four January Term courses, plus 3 quarter courses in Health and Physical Education;
- 2) a demonstration of proficiency in written English
- 3) a minimum accumulative average of 2.00 and an average of 2.00 or better in the major field;



- 4) the distribution requirements;
- 5) the concentration requirement in a major field of study;
- 6) a minimum of the last full year of academic work, including the senior January Term, in residence at Gettysburg College or in an approved College program; and
- 7) the discharge of all financial obligations to the College.

Quarter course credits do not count toward the 35 course graduation requirement.

No course used to obtain a bachelors degree at another institution may be counted toward the requirements for a Gettysburg College degree.

The requirements for the degree of Bachelor of Science in Music Education are found on page 42.



Each student is responsible for being sure that graduation requirements are fulfilled by the anticipated date of graduation.

Writing Policy Since the ability to express oneself clearly, correctly, and responsibly is essential for an educated person, the College cannot graduate a student whose writing abilities are deficient. See Item 1 under College Course Requirements below. Grades on poorly written papers, regardless of the course, may be reduced because of the quality of writing; in extreme cases, a failing grade may be given for this reason.

College Course Requirements

Each student must successfully complete the college course requirements listed below.

1) Demonstration of proficiency in written English during the first year of enrollment. Normally, such proficiency is demonstrated by passing English 101. For other ways to satisfy this requirement, see Exemption from Degree Requirement on p. 36.

2) Freshman Colloquy: a required seminar for all freshmen designed to strengthen reasoning, writing, and speaking skills using a multi-disciplinary theme as a focus.

3) Health & Physical Education: 3 quarter courses including one term of study in each of the following groups: health science, fitness, recreational skills.

Distribution Requirements Each candidate for the Bachelor of Arts degree must satisfactorily complete the distribution requirements listed below. Any requirement may be satisfied, with or without course credit, by students who can qualify for exemption (see page 36). The departmental listings under Courses of Study (beginning on



page 63) indicate which courses fulfill a distribution requirement. See the January Term Catalogue for the designation of January courses which may be used for the same purpose. Note that some Interdepartmental Studies courses fulfill requirements in history/philosophy/religion, in literature, or in non-western culture.

1) Foreign languages: normally 2 or 4 courses. The student must satisfactorily complete French, German, Greek, Latin, or Spanish 201-202. Those who place at a higher level, as determined by the department, may satisfy the requirement with one language course above 202.



2) Religion: 1 course on the 100-level, in addition to any course in that Department used in the next requirement.

3) History/Philosophy/Religion: 2 courses, no more than one of which may be in religion.

4) Literature: 2 courses, in one or two of the following: English, French, German, Greek, Latin, or Spanish Literature.

5) Art, music, creative writing, or theatre arts: 1 course.

6) Laboratory science: 2 course sequence in one of the following: biology, chemistry, or physics.

7) Social sciences: 2 courses in one or two of the following: economics, political science, psychology, or sociology/anthropology.

8) Non-Western culture: 1 course from those identified as giving primary emphasis to African and Asian cultures, or to the non-European culture of the Americas. For 1984-85, these designated courses are in anthropology, economics, French, history, interdepartmental studies, philosophy, religion, political science, and sociology.

For the freshmen class entering in the fall of 1984, the distribution requirements as listed above will be modified as follows (The freshmen class entering in 1983 has the option of satisfying either the requirements listed above or the modified requirements):

(1) The foreign language requirement will require proficiency through the intermediate level; those who meet this proficiency need not take any language courses;

(2) The requirement in history/philosophy/religion is changed to a requirement in history/philosophy and reduced to one course;

(3) The requirement in literature is reduced to one course;

(4) The requirement in social sciences is reduced to one course; and

(5) One course to satisfy the distribution requirements must be in a non-Western area. However, students who prefer, instead, to take a non-Western course that happens not to satisfy any of the other distribution requirements may do so.

Major Requirements Each student must successfully complete the requirements in a major field of study. A major consists of from 8 to 12 courses, depending on the field of study, and may include certain specific courses as determined by the department. A department may require its majors to pass a comprehensive examination. Requirements of the various majors are listed in the departmental introductions under Courses of Study.

The following are acceptable major fields of study at Gettysburg College:

Art
Biology
Business Administration
Chemistry
Classical Studies
Economics
English (or English/theatre arts)
French
German
Greek
Health and Physical Education
History
Latin
Mathematics
Music
Music Education
Philosophy
Physics
Political Science
Psychology
Religion
Sociology and Anthropology
Spanish

A student will normally file a declaration of major with the Registrar between May of the freshman year and April of the Sophomore year. A student may declare a second major no later than the beginning of the senior year, with the permission of the major adviser and the chairperson of the other department concerned.



Each department having a minor program stipulates the requirements for it. A student may not declare a minor in the same department in which he or she has a declared major. A student must maintain an 2.00 average in the minor field of study.

Residence Requirements and Schedule Limitations

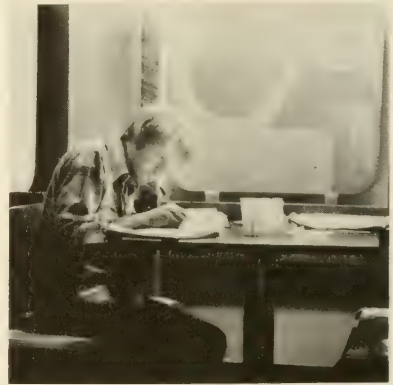
The normal program for the Bachelor of Arts degree consists of four courses in the fall and spring terms, and one course in the January Term. Thus, a student will complete graduation requirements in four years of full-time academic work in the September through May academic year. The last full year of academic work, including the senior January Term, must be in residence at Gettysburg College or in an approved College program. Students should not plan to

As an alternative to the major fields of study listed above, students may declare a *Special Major* by designing an interdepartmental concentration of courses focusing on particular problems or areas of investigation which, though not adequately included within a single department or discipline, are worthy of concentrated study. The Special Major shall consist of eight to 12 courses, at least six of which must be on an advanced level.

Students interested in declaring a Special Major are urged to consult with the Chairperson of the Committee on Interdepartmental Studies before the end of the

sophomore year. Special Major applications must be submitted to the Committee on Interdepartmental Studies for its approval no later than the end of the third day of classes of the applicant's junior year.

Optional Minor Beginning with the first term of the senior year, a student may declare a minor concentration in an academic department or area that has an established minor program. Not all departments have established programs. A minor shall consist of six courses; normally not more than two of which shall be 100-level courses. Exceptions to the two 100-level course limitation may occur in departments offering more than one major or concentration.





complete requirements as a part-time student during their last term of residence.

Students proposing to complete graduation requirements at a time other than in May (in August, in December, or in January) or who by receiving advanced credit can complete graduation requirements in less than four full years, must have their programs approved by the Academic Standing Committee

through the Office of the Dean of Educational Services. Such approval should be sought at least a year before the proposed completion of requirements.

A full-time student is one carrying a minimum of three courses in the fall and spring terms, and one in the January Term. No student who is a candidate for a degree may take fewer courses than this without permission of the Academic Standing Committee. Students may not take more than four courses during the regular term without the approval of the Dean of the College or the Dean of Educational Services with the exceptions indicated in the paragraphs below. In granting approval to take more than four courses, the Dean requires evidence that the student will be able to perform at the B level or

above in his or her courses in the term in which over four courses are taken.

Gettysburg College is aware that handicapped persons may have special needs and is willing to make adjustments to meet these needs in order to make the program accessible to them.

The required quarter courses in health and physical education and the optional quarter courses in

activities in addition to the normal four course load during the junior year.

Students may take quarter courses in applied music over the four course limit with the approval of their advisers and of the Music Department.

A student may audit informally any College course provided permission of the instructor is obtained. No charge will be made for such an audit and no record of auditing will be recorded on the student's transcript.

A fee of \$5.00 is also assessed for each course change after the regular registration dates. A proposed change must be submitted to the Registrar on an official course change slip after first being approved by the instructors involved and the student's adviser. In the fall and spring terms, students are not permitted to enroll in a course for credit later than twelve days after the beginning of that term.

By formally completing his or her registration, the student pledges to abide by College regulations.

Registration

Credit will be given in courses for which the student is officially registered. The Registrar announces, in advance, the time and place of formal registration. A student registering after the appointed day will be subject to a \$5.00 late registration fee.

The Grading System

Normally courses are graded A through F, with these grades having the following significance: A (excellent); B (good); C (fair); D (poor); and F (failing). Instructors may modify their letter grade with plus and minus signs.



ROTC, generally taken during the fall and spring terms of the freshman and sophomore years, are in addition to the normal four courses in each of these terms. These courses do not count toward the 35 course graduation requirement.

Majors in health and physical education must take quarter courses in physical education





In successfully completing a course under this grading system, a student earns a number of quality points according to the following scale:

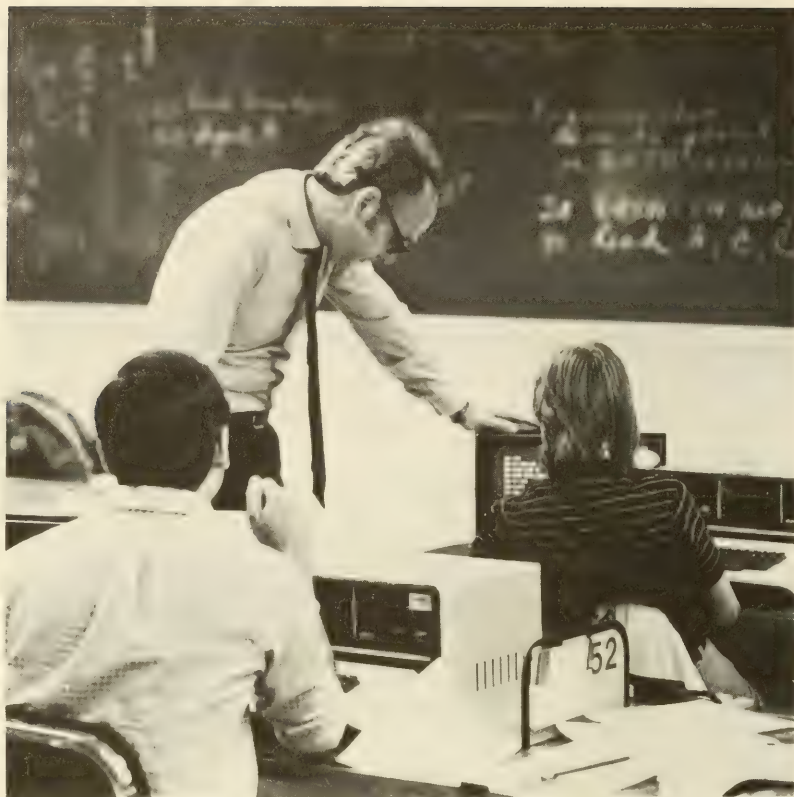
A+ 4 1/3	B- 2 2/3	D+ 1 1/3
A 4	C+ 2 1/3	D 1
A- 3 2/3	C 2	D- 2/3
B+ 3 1/3	C- 1 2/3	F 0
B 3		

A student's accumulative average is computed by summing his or her quality points and dividing by the number of courses taken.

The College reserves the right to make changes and adjustments in the grading system even after a student enrolls.

The College also offers a *Satisfactory/Unsatisfactory grading option*. This option is intended to encourage students to be intellectually adventurous in choosing courses with subject matter or approaches substantially distant from their prior academic experience or attainment. An S signifies satisfactory work, and is given if a student performs at the C- level or higher; a U signifies unsatisfactory work, and is given for work below the C- level. A student may elect to take a total of six courses on an S/U basis during his or her four years at Gettysburg College; however, no more than two S/U courses may be taken in any one year. Courses for which the grade recorded is S may not be counted toward

meeting (1) College course requirements in written English or the Freshman Colloquy, (2) distribution requirements for graduation, and (3) graduation requirements for the major. Exceptions may be made with regard to the major in cases where a department specifies that a particular course is available under the S/U grading system only, and in cases where the major was declared after the course was taken and permission is granted by the department. Courses graded S/U do not affect a student's quality point average,



but a course completed with an S grade will count toward the total number of courses needed for graduation.

The only exception to the two-courses-per-year S/U limit is for seniors who are enrolled in either Education 475 or 477. These students may take an additional course under the S/U option during the senior year, provided that their total number of S/U courses does not exceed six.

When a student registers for and completes a course which he or she has already taken at Gettysburg College, both the credit and the grade previously earned are cancelled, but they are not removed from the permanent record. The credit and grade earned in *repeating the course* are counted toward the student's requirements.

A grade of I (Incomplete) is issued by the Dean of Student Advisement or Dean of Educational Services when emergency situations, such as illness, prevent a student from completing the course requirements on time. Unless the Academic Standing Committee extends the time limit, an Incomplete automatically becomes an F if it is not removed within the first six weeks of the term or terms following the one in which it was incurred.

A student may withdraw from a course only with the permission of the instructor and his or her adviser. In the fall and spring terms, a student who officially withdraws for medical reasons or who withdraws during the first three weeks receives a W. A course dropped during the first three weeks is not recorded on the permanent record. A student

withdrawing after the first three weeks receives a WP (withdraw passing) or WF (withdraw failing) according to the estimate of the work done in the course up to the time of withdrawal. Those withdrawing from a course during the last five weeks of a term will receive a WF. A grade of N/F (non-attendance failure) will be given for those who do not attend the classes for a registered course and fail to withdraw properly. The grades of WF and N/F carry 0 quality points and are used in computing averages.

Academic Standing

The Academic Standing Committee normally reviews student records at the end of each term. A student who is failing to make satisfactory progress toward graduation may be warned, placed on academic probation, advised to withdraw, or required to withdraw. A student on probation must show satisfactory



improvement during the following term or he or she may be required to withdraw. (In accordance with the regulations of the National Collegiate Athletic Association, a student who is advised to withdraw but chooses to remain at the institution in an attempt to improve his or her academic record, may not participate in the institution's intercollegiate athletic program.)

Transcripts

Each student is entitled to one official transcript of his or her record at no charge. Additional transcripts are \$1.00 per copy. Requests for transcripts must be in writing and should be directed to the Office of the Registrar.

Withdrawal and Readmission

A student who voluntarily withdraws from the College is expected to arrange for an interview with a member of the Student Life or Educational Services Staff. Failure to do so may jeopardize a student's opportunity for readmission.

All students who leave the College for whatever reason, must petition the Academic Standing Committee through the Office of Educational Services for readmission. The Academic Standing Committee will review the petition, the student's past record, activities since leaving college, and prospects for successful completion of remaining undergraduate work. A student required to withdraw for academic reasons must wait a full year before submitting a petition for readmission.



Students who have been required or advised to withdraw and are subsequently readmitted will normally be considered ineligible to participate in intercollegiate athletics during the first full term of their return to the College.

Transfer Credit

Students may receive a maximum of two course credits for work taken at other colleges after enrolling at Gettysburg if such courses have first been approved by the chairman or chairwoman of the department concerned and by the Registrar. This transfer option is not available to those who receive transfer credit at the time of admission or readmission to the College. The two course credit limitation does not apply to Central Pennsylvania Consortium Courses or to off-campus study programs which are described beginning at page 45. Course

credit but not the grade is transferred to Gettysburg if the grade earned is a C- or better. Grades as well as credit are transferred for work done at another Central Pennsylvania Consortium College, or in certain Gettysburg College approved programs (Washington and U.N. Semesters Programs, Lutheran Theological Seminary Exchange, Duke Marine Laboratory, and Bermuda Biological Station).

Exemption from Degree Requirements

The College may recognize work on the college level completed elsewhere by a student. This recognition may take the form of exemption from degree requirements and may carry academic credit. Students should present their requests for such recognition to the Registrar. They should be prepared to





demonstrate their competence on the basis of their academic record, Advanced Placement Examination results of the College Entrance Examination Board, (see page 145) or examinations administered by the department concerned. The decisions on exemption and credit rest with the department and the Dean of the College.

Students may satisfy the writing proficiency requirement by scoring sufficiently high on the Test of

Standard Written English (TSWE) of the College Entrance Examination Board. In 1983, the College exempted those students who scored 58 or above on the TSWE. Those scoring 53-57 were permitted to gain exemption by passing a departmental examination given on the campus.

Students may satisfy the foreign language requirement in a language not regularly offered at Gettysburg by demonstrating achievement at the intermediate level through transfer credit, by examination, through independent study with a Gettysburg faculty member, or through an approved exchange program with the Central Pennsylvania Consortium. For foreign students, who have learned English as a second language, the requirement may be satisfied with the student's primary language.

Individualized Study and Seminars

There are opportunities in most of the departments for students to engage in individualized study and seminars. These opportunities are primarily for seniors, but other students are frequently eligible. In some departments participation in this type of activity is part of the required program of study; in others it is optional. Most of these courses are numbered in the 400's under Courses of Study.

Senior Scholars' Seminar

The College offers an unusual opportunity for its outstanding senior students. Each fall, the Senior Scholars' Seminar, composed of selected seniors, undertakes the study of a contemporary issue which affects



the future of man. The issues are ones which pose a threat to the values or existence of human society. Past topics have included genetic engineering, the habitat of man, conflict resolution, global disparities, computers and human communication, aging and the aged, U.S. energy policy, dissent and nonconformity, post-industrial society, and nature vs. nurture. These issues are multidisciplinary in scope and the students selected for this seminar represent a wide variety of majors.

The Senior Scholars' Seminar invites authorities of national stature to serve as resource persons. Persons who have visited the seminar as consultants include George Wald, Ian McHarg, Kenneth Boulding, Herbert Gans, Paolo Soleri, Alan Westin, Joseph Fletcher, Leon Kass, Stuart Udall, Georg Borgstrom, Maggie Kuhn, David Freeman, Thomas Szasz, Daniel Bell and James Gould. Student participants in the seminar publish a final report based on their findings and recommendations.

During their junior year, students in the top quarter of their class are notified of their eligibility and are invited to apply to participate in the seminar. The Interdepartmental Studies Committee and the course directors select up to twenty participants from as many different academic disciplines as

possible, basing their selection on students' interest and academic competence.

Students selected for the seminar are expected to participate in non-credit, informal planning sessions with the course directors during the spring term of their junior year. The purpose of these sessions is to define further the seminar topic, to select resource persons, and to select and compile reference material. Students who participate in the planning sessions during the spring term of their junior year and register for the seminar both in the fall term and in the January Term of their

senior year receive two course credits upon satisfactory completion of their work.

Computer Courses

In the tradition of the Liberal Arts, Gettysburg College emphasizes the interdisciplinary nature of the computer as a tool in problem solving. A thorough understanding of the concepts and applications in various disciplines is important for those students interested in pursuing a career in computer science. The Biology, Chemistry, Business and Economics, Mathematics, Physics, Political Science, Psychology, and Sociology and Anthropology Departments all offer courses that make significant use of the computer. In recent years, 95% of the graduating students have made use of the computing facilities in their courses at Gettysburg.

In addition to these courses in various departments, the College has a Computer Studies curriculum of courses that cover the concepts that are at the core of computer science. These courses are listed under Computer Studies in the Course Descriptions section of this catalogue. While there are within the College over fifty courses that utilize the computer (not including those in the Computer Studies curriculum), the following courses offer a more concentrated study in the use of the computer.

BUS 377	Fundamentals of Automated Business Information Systems and
BUS 378	Business Data Processing Systems and Management
CHEM 305, 306	Physical Chemistry
MATH 211	Multivariable Calculus
MATH 212	Linear Algebra
MATH 366	Numerical Analysis
PSYCH 305	Experimental Methods
SOC 303	Data Analysis and Statistics



Teacher Education Programs

Gettysburg College education programs in secondary school subjects, elementary education, music education, and health and physical education are competency based and have received program approval from the Pennsylvania Department of Education. The liberal arts are central to the College's teacher education programs. The student planning to teach must complete a major in

an academic department of his or her choice. The student fulfills all the requirements for the Bachelor of Arts degree or for the degree of Bachelor of Science in Music Education. Upon completing a program in teacher education, a student is eligible for a Pennsylvania Certificate, Instructional I, enabling him or her to teach in the public schools of the Commonwealth and nearby states with reciprocal agreements. A computer literacy requirement is anticipated beginning with the class of 1988.

Secondary Education Students interested in preparing to teach academic subjects in the secondary schools must complete one of the following approved programs for secondary certification: biology, chemistry, physics, general science, mathematics, English, German, Latin, French, Spanish, health and physical education, and comprehensive social studies. These secondary programs have been granted program approval by the Pennsylvania Department of Education. The student must complete an approved program listed in the Handbook for Teacher Education, which will, in most cases, closely parallel the requirements in his or her major. Early planning beginning in the sophomore year is essential for all of these programs.



Secondary education students are required to engage in pre-student teaching experiences in the secondary schools during the sophomore and junior years. Students serve as observers, aides, and small group instructors in secondary classrooms. These experiences are part of the requirements for Education 209 (Social Foundations of Education—Secondary) to be scheduled in the sophomore year. Education 201 (Educational Psychology) shall be scheduled in the junior year. For the senior year, the student, in consultation with his or her major department, will select either the fall or spring term as the Education Term. The following program constitutes the Education Term:

Education 303 (Educational Purposes, Methods, and Educational Media: Secondary)

Education 304 (Techniques of Teaching and Curriculum of Secondary Subjects—Biology, English, etc.)
Education 477 (Student Teaching—Secondary two courses)

The student seeking admission to the secondary education program must file an application with the Education Department by February 15th of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty from each department which has students in the secondary education program. This Committee also determines standards for admission to the program. Members of the Committee also teach Education 304 for the students of their respective departments and observe them when they engage in student teaching.



The admission of a student to the Education Term depends upon the student's academic achievement and a recommendation from his or her major department. The guidelines for evaluating a student's academic achievement are an accumulative grade point average of 2.33 and a grade point average in the major of 2.66.

Completion of a program in secondary education enables a student to teach in Pennsylvania, and numerous other states cooperating in a reciprocity arrangement. A student planning to teach in New Jersey will complete one of the above programs; the education courses as outlined; and Biology 101, 102, or Health and Physical Education 211. A student planning to be certified in a science must have a major in one of the basic sciences and should have a full year laboratory course in each of the remaining ones.

Students in the program leading to certification in secondary education shall present the six specified courses in Education. In addition to these six courses, students are permitted one additional education course in individualized study, or in an education internship, to count toward the Bachelor of Arts degree.

Elementary Education The elementary education program is distinctive in giving the opportunity to concentrate in the liberal arts studies and complete an academic major, thus qualifying for the Bachelor of Arts degree.

Students interested in entering the elementary education program should consult with Mr. Slaybaugh or Mr. Packard in the Education Department no later than the fall term of the sophomore year in order to establish a program of study.

The prospective elementary teacher should complete the following program:

- 1) Psychology 101, and HPE 199 in the freshman year
- 2) Education 201, Mathematics J 18 (Basic Concepts of Elementary Mathematics) or 180, and Psychology 225
- 3) Education 331, Education J 37 (Elementary School Science: Purposes, Methods and Instructional Media) or 370, Education 209, and Psychology 225 if not completed previously.

4) Education Term—fall or spring of senior year

Education 475 Elementary Student Teaching (2 courses)

Education 334 Corrective Reading

Education 306 Educational Purposes, Methods, and Institutional Media in Social Studies, Art, and Music.

Student teaching (Education 475) consists of nine weeks in a public school near the College. At the conclusion of student teaching Education 334 is taken. Education 334 includes a laboratory experience in corrective reading with elementary pupils.

Elementary education students are required to engage in pre-student teaching experiences in the elementary schools during the sophomore and junior years. Arrangements for these experiences are made by the Education Department. Students serve as observers, aides, and small group instructors in elementary classrooms.





The student seeking admission to the elementary education program must file an application with the Education Department by February 15th of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty members from the Education Department and other departments. This committee also establishes standards for admission to the program.

The admission of a student to the Education Term depends upon academic achievement and recommendation of the Committee on Teacher Education. Criteria for admission include a C+ overall average and demonstrated competence in the education courses completed during the sophomore year and in the fall and January Terms of the junior year.

Students interested in teaching in states other than Pennsylvania will find that a number of states certify teachers who have completed a baccalaureate program in elementary education at a college approved by its own state department of education.

Students in the program leading to certification in elementary education shall present the eight specified courses in Education. In addition to the eight courses,

students are permitted one education course in individualized study, or in an education internship, to count toward the Bachelor of Arts degree.

Music Education The prospective teacher of music in the elementary and secondary schools should complete the program for the degree of Bachelor of Science in Music Education. This requires successful completion of the following:

1. 35 courses, exclusive of courses in applied music. During the normal four years a student may take 36 courses.
2. Two terms of the basic activities quarter courses in health and physical education. These quarter courses are not counted toward the 35-36 courses mentioned above.



3. 12 courses in Music, as follows:

Music Theory

- Music 141 (Theory I)
- Music 142 (Theory II)
- Music 241 (Theory III)
- Music 242 (Theory IV)
- Music 341 (Theory V)
- Music 342 (Theory VI)

Music History and Literature

- Music 312 (History of Medieval, Renaissance, and Baroque Music)
- Music 313 (Music in Classic and Romantic Periods)
- Music 314 (Music in the Twentieth Century)

Conducting

- Music 205 (Choral Conducting)
- Music 206 (Instrumental Conducting)

Applied Music

- Music 456 (Senior Recital)

4. 5 courses in Music Education, as follows:

- Music J 22 (Principles and Procedures of Teaching Music in Elementary School)
- Music 321 (Principles and Procedures of Teaching Music in the Secondary School)

- Music 474 (Student Teaching) (3 course units)

5. Distribution requirements for the Bachelor of Arts degree: 16 courses maximum

6. Electives and Certification Requirements:

- Psychology 101
- Education 209 or J 9 (Social Foundations of Education)
- Education 201 (Educational Psychology)
- Plus other electives

7. 3 to 5¼ courses (12 to 21 quarter courses) in applied music: These courses do not count toward the 35 course graduation requirement and may be taken in addition to the 36 courses permitted. Consequently, in the fall



and spring terms the student will typically carry 4 full courses plus several quarter courses in applied music. The latter must include work in:

Major instrument—6 quarter courses

Piano—Approximately 4 quarter courses

Voice—2 quarter courses

Instrumental Techniques—7 quarter courses

8. Participation for four years in an authorized musical group and presentation of a recital in the senior year.

9. The requirements for the Bachelor of Arts degree, listed on page 27.

The student in the Bachelor of Science program should consult with the music department as early as possible in order to

Senior Year

Music 321 (Principles and
Procedures of Teaching Music
in the Secondary School)

Music J-22 (Principles and
Procedures of Teaching Music
in Elementary School)

Music 456 (Senior Recital)

Student Teaching 474

Three other Distribution
Requirements

In each term the student must
schedule applied music and
instrumental technique courses
and be a member of an authorized
performance ensemble.

Additionally, two terms of health
and physical education are
required.

Employment Prospects in Teaching

Current figures from the National
Center for Educational Statistics
indicate an increase of 3,370,000

students in elementary schools
from 1982 to 1990. There will be a
need for many more elementary
and secondary teachers in the
immediate future.

Of the 1983 graduates who sought
teaching positions in elementary
education ninety-five percent
were teaching in the next school
year, and in secondary ninety-six
percent. The average salary for
1983 graduates reporting this
information to the College was
\$13,300.

Teacher Placement The College
maintains a Teacher Placement
Bureau to assist seniors and
graduates in securing positions
and to aid school officials in
locating qualified teachers. All
communications should be
addressed to the Director of the
Teacher Placement Bureau.

arrange a four-year program. The
following are the courses that
should be scheduled:

Freshman Year

Freshman Colloquy

Music 141, 142 (Theory)

English

Foreign Language

Three other Distribution

Requirements (See p. 28)

Sophomore Year

Music 241, 242 (Theory)

Music 312 (History)

Two Laboratory Science
courses

Social Foundations of Education

Foreign Language

One other Distribution
Requirement

Junior Year

Music 341, 342 (Theory)

Music 313, 314 (History)

Music 205, 206 (Conducting)

Educational Psychology

One other Distribution
Requirement





Off-Campus Study

Central Pennsylvania Consortium

The program of the College is enriched by its membership in the Central Pennsylvania Consortium, consisting of Dickinson, Franklin and Marshall, and Gettysburg Colleges. The Consortium provides opportunities for exchanges by

students and faculty and for other off-campus study. The Consortium stands ready to explore innovative ideas for cooperation among the member institutions.

Consortium Exchange Program

Gettysburg College students are eligible to apply for course work at another college within the

Central Pennsylvania Consortium. Students may take a single course or enroll at the "host" college for a semester, or a full year. Gettysburg College accepts both credits and grades earned through the exchange program. Interested students should consult the Registrar.

Additional Off-Campus Programs

Washington Semester Gettysburg College participates with American University in Washington, D.C. in a cooperative arrangement known as the Washington Semester. This program enables a limited number of superior students in the social sciences to engage in a first-hand study of American government in action. The program is divided into several distinctive areas.

Washington Semester, National Government and Politics, focuses on important national institutions and the interrelationships of the various actors in the political process. *Washington Semester in Foreign Policy* examines the



formulation, implementation, and consequences of the foreign policy of the United States. *Washington Urban Semester* concentrates upon the operation of the political and administrative systems of urban America. *Washington Semester in Public Administration* studies the structure, process, and impact of the administrative sector. *Washington Semester in Justice* concerns the nature and sources of crime and violence, the conflicting theories and beliefs about justice and the impact of national policymaking on social and criminal justice. *Washington Semester in Journalism* provides an introduction to the principles, ethics, and issues of American journalism as it exists in Washington, D.C. *Washington Semester in Arts and Humanities* gives an intensive cultural study of Washington with a focus on a particular area such as art history,

foreign culture and language, history, religion, literature, or the performing arts.

Students in the Washington Semester program participate in seminars (two course credits), undertake a major research project (one course credit) and serve an internship (one course credit) in a Congressional, executive or political office. The seminars, research project, and internship provide students with several opportunities for discussion with members of Congress and their staff, Supreme Court Justices, administration officials, and lobbyists. Residence in Washington provides a unique setting for the conduct of political research.

The Washington Semester may be taken during either term of the junior year or the fall term of the senior year. To qualify, a student



must have completed at least one course in political science, have a minimum accumulative average of 2.50, and 3.00 in the major, and clearly demonstrate ability to work on his or her own initiative. Most participants major in political science, history, sociology, and economics, but applicants from other areas are welcomed. Further information may be obtained from the Department of Political Science.

The Washington Economic Policy Semester Gettysburg College participates in this cooperative, intercollegiate honors program with The American University in Washington, D.C. The semester is designed for students with an interest in economics. It examines intensively economic policymaking from both the theoretical and practical, domestic and



surrounding the policy making process, to make them better informed citizens, and thus to improve their understanding of the complex interaction between the government and the economy. For those persons who plan to be professional economists, it will provide a practical introduction to learning about the nation's important economic institutions as well as the political considerations that influence the translation of economic theory into government policy. The program will allow students to become familiar with the basic economic issues of the times and with the different approaches for solving those problems. For the person who is interested in becoming a business economist, lawyer, or community organizer, the knowledge gained about the bureaucracy in Washington and how the federal government operates will be invaluable in his or her career.

international points of view. During the semester, students are brought into direct contact with people who are involved in the formulation of economic policy.

The program of study includes (1) the Economic Policy Seminar (two course credits), which encompasses a theoretical analysis of economic policy problems; extensive reading; on site discussions with economic

policy decision-makers; preparation of papers; and the presentation of alternative paradigms that may be used to understand economic policy; (2) the choice of an internship (one course credit) in a private or governmental agency involved with economic policy, or an intensive independent research project (one course credit); and (3) an elective chosen from the courses offered by The American University. It should be noted that the grades received in these courses, as well as the credit for four courses, will appear on the student's Gettysburg College transcript.

This program can be helpful to students in several ways. For all students, it provides an opportunity to dispel the mystery





The student should take the Washington Economic Policy Semester in the fall or spring term of the junior year or the fall term of the senior year. To qualify, a student must have a minimum accumulative grade point average of 2.50, a grade point average of 3.00 in the major, and have demonstrated the ability to work on his or her own initiative. In addition, students wishing to apply for this program should have completed Economics 101–102, 241, 243, 245, and Accounting 153. Most participants major in economics and business administration; however, interested applicants from other areas are encouraged to apply. Further information, including the application procedure for this program, can be obtained from Dr. William F. Railing, Chairperson of the Department of Economics.

The United Nations Semester

Students qualifying for this program spend a term at Drew University in Madison, New Jersey. On Tuesdays and Thursdays these students commute to the United Nations for a survey course in international organization which consists in part of briefings and addresses by individuals involved in United Nations activities. A research seminar also uses the facilities of the United Nations Headquarters. Other courses to complete a full term's work are taken at the Drew Campus.

The United Nations program is offered in both the Fall and Spring semesters. Some scholarship assistance may be available for non-Drew University students. Application should be made in the junior or senior year. Students from any academic concentration who have taken an introductory

course in political science and who have maintained a respectable grade point average are eligible for nomination. Further information may be obtained from the Department of Political Science.

Study Abroad

Qualified students may study abroad during one or two terms of their junior year or the fall term of their senior year. The Registrar maintains an information file of possible programs and stands ready to assist students with their unique study plans. It is important to begin the planning process early. During the first term of the sophomore year students who plan to study abroad should discuss with their advisers the relationship of their proposed course of study to their total academic program. An outline of the program and a list of specific courses with appropriate departmental approval must be submitted to the Academic Standing Committee, which gives final approval on all requests to study abroad. To qualify a student normally must have a minimum accumulative grade point average of 2.50 and a grade point average of 2.67 in the major. Study abroad programs are not limited to language majors; students in any major field may apply. Further information may be obtained from the Office of the Registrar.

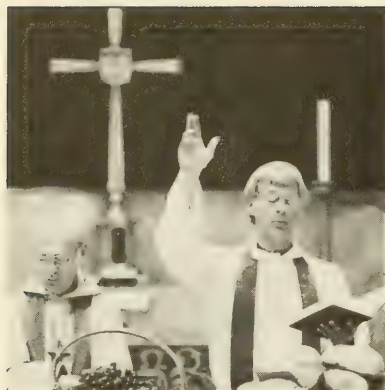
Preprofessional Studies

Prelaw Preparation A student planning a career in law should develop the ability to think logically and to express thoughts clearly. In addition, the prospective law student needs a wide range of critical understanding of human institutions. These qualities are not found exclusively in any one field of study. They can be developed in a broad variety of academic majors. It should be noted that a strong academic record is required for admission to law school.

The College has a prelaw committee of faculty and administrators each of whose members is available to assist and advise students in their consideration of the legal profession and to aid them in gaining admission to law school. The committee has prepared a brochure, available through the Admissions and Career Services

Offices, describing prelaw preparation at Gettysburg. Students planning a career in law should review this brochure. A list of the members of the prelaw committee is available through the Dean of the College Office.

Premedical Preparation The Gettysburg College curriculum provides the opportunity, within a liberal arts framework, for a student to complete the requirements for admission to professional schools of medicine, dentistry, and veterinary medicine, as well as several allied health schools. Students considering a career in one of these fields are advised to schedule their courses carefully, not only to meet the admission requirements for the professional schools, but also to provide for other career options in the event that their original choices are altered. The following courses will meet the minimal



Lutheran Theological Seminary Exchange Gettysburg College students are eligible to take up to four courses at the Lutheran Theological Seminary also located in Gettysburg. Both credits and grades earned at the Seminary will be transferred to the student's college transcript as "in-residence" credit. Interested students should consult the Registrar.





chemistry, the requirements can be met by majors in most other subjects with careful planning of a student's program. Premedical students are encouraged to choose electives in the humanities and social sciences and to plan their programs in consultation with their major adviser or a member of the premedical committee.

All recommendations for admission to medical or dental or veterinary schools are made by the premedical committee, normally at the end of the junior year. Students seeking admission to these professional schools must also take one of the following national admissions examinations: MCAT (medical), DAT (dental), VAT or GRE (veterinary). The Premedical Committee is composed of members from the Departments of Biology, Chemistry, Physics, and Psychology, with an Associate Dean of the College acting as



entrance requirements for most medical, dental, or veterinary schools: Biology 111, 112; Chemistry 111, 112; Chemistry 203, 204; Math 107, 108 or Math 111, 112; Physics 103, 104 or Physics 111, 112; two or three courses in English; and a foreign language through the intermediate level. Since completion of these courses will also give the student minimum preparation for taking the national admissions examinations (to prepare for the Biology sections of these examinations, Biology 200 should also be completed) for entrance to medical, dental, or veterinary school, it is advisable to have completed or be enrolled in these courses by the spring of the junior year, when the tests ordinarily are taken. While most students who seek recommendation for admission to health professions' schools major in either biology or



chairperson. Because of the competition for admission to medical school, the premedical committee recommends that a student maintain a high accumulative average (near 3.50) overall and in medical school required courses. Generally, students with a competitive accumulative average and a competitive score on the MCAT gain an interview at one or more medical schools.



The premedical committee has prepared a brochure about preparation at Gettysburg for the health professions. Copies of this are available from the Admissions and Dean of the College Offices. Students interested in the health professions should obtain this brochure.

The premedical committee holds periodic meetings to explain requirements for admissions to health professions schools and to bring representatives of these schools to campus to talk to students. In the office of the Dean

of the College is a collection of materials about the health professions. It includes information about admissions requirements, guidebooks on preparing for national admissions examinations, catalogues from many health professions schools, and reference materials on fields such as medicine, dentistry, veterinary science, optometry, pharmacy, podiatry, physical therapy, public health, and health care administration.

Certified Public Accounting Preparation Gettysburg College currently offers, to the best of its knowledge, the courses which are necessary to satisfy the Certified Public Accounting requirements in all the states. Students are responsible, however, for determining what these requirements are for specific

states and whether departmental courses satisfy them. A student interested in a public accounting career should contact the Chairperson of the Business Administration Department as early as possible in his or her college career.

Cooperative Programs

Engineering This program is offered jointly with Washington University in St. Louis, Rensselaer Polytechnic Institute (RPI) and

Pennsylvania State University (PSU) Students spend three years at Gettysburg College followed by two years at one of these universities. Upon successful completion of this 3-2 program the student is awarded the Bachelor of Arts degree from Gettysburg and the Bachelor of Science degree from Washington University, RPI or Pennsylvania State in one of the engineering disciplines. A student attending RPI under this program has the additional option of a 3-3 or a 4-2 program. These six year programs culminate in a bachelor's degree from Gettysburg and a master's degree from RPI.

Candidates for this program will have an adviser in the Physics Department. Normally a student will be recommended to Washington University, RPI or PSU during the fall term of the student's junior year. A student who receives a recommendation

from the Physics Department to one of these universities is guaranteed admission into the engineering program.

In addition to fulfilling all of the college distribution requirements in three years, students in the cooperative engineering program must take Physics 111, 112, 211, J 33, 216; Mathematics 111, 112, 211, 212, 363; and Chemistry 111, 112. Students desiring to attend PSU must also take English 101 and 201, Speech 101, Economics 101-102, a two course sequence in one of the humanities, and two one-quarter Engineering Graphics courses not offered at Gettysburg. Most students electing the cooperative program with PSU will need to attend summer school between the sophomore and junior years to be eligible for transfer. Washington University has a humanities requirement of one humanities course that has at least one

course prerequisite to it. Because of the limited flexibility of the cooperative engineering curriculum at Gettysburg, students are urged to identify their interests in this program at the earliest possible time in their college careers.

Forestry and Environmental Studies

The College offers a cooperative program with Duke University leading to graduate study in natural resources and the environment. The student will earn the bachelor's and master's degree in five years, spending three years at Gettysburg College and two years at Duke University's School of Forestry and Environmental Studies. The student must fulfill all the distribution requirements by the end of the junior year. The first year's work at Duke will complete the undergraduate degree requirements and the B.A. will be awarded by Gettysburg



College at the end of the first year at Duke. Duke will award the professional degree of Master of Forestry or Master of Environmental Management to qualified candidates at the end of the second year.

Candidates for the program should indicate to our Admissions Office that they wish to apply for the Forestry and Environmental Studies curriculum. At the end of the first term of the third year, the College will recommend qualified students for admission to the Duke School of Forestry and Environmental Studies. No application need be made to the School of Forestry and Environmental Studies before that time. During the first term of the junior year at Gettysburg the student must file with the Office of the Dean of Educational Services a petition for off-campus study during the senior year. All applicants are urged to take the verbal and quantitative aptitude tests of the Graduate Record Examination in October or December of their junior year.

The major program emphases at Duke are Natural Resources Science/Ecology; Natural Resources Systems Science; and Natural Resources/Economic Policy; however, programs can be tailored with other individual emphases. An undergraduate major in natural sciences, social sciences, business administration, or pre-engineering is good preparation for the programs at Duke, but a student with other undergraduate concentration will be considered for admission. All students contemplating this cooperative program should take at least one year each in biology, mathematics, economics and physics.



Students begin the program at Duke with a one-month session of field work in natural resource measurements in August. The student must complete a total of 60 units, which generally takes four semesters.

Some students may prefer to complete the bachelor's degree before undertaking graduate study at Duke. The master's degree requirements for these students are the same as those for students entering after the junior year, but the 60-unit requirement may be reduced for relevant undergraduate work of satisfactory quality already completed. All credit reductions are determined individually and consider both the student's educational background and objectives.

Marine Biology The biology department offers two programs for students who may be interested in pursuing studies in marine biology; one program is in cooperation with Duke University and the other with the Bermuda Biological Station.

The Bermuda Biological Station (St George's West, Bermuda) offers courses in biological, chemical, and physical oceanography during the summer. Any course taken by a Gettysburg College student may be transferred to Gettysburg with the grade received in the course provided prior approval is granted by the department.

Gettysburg College is one of a limited number of undergraduate institutions affiliated with the Duke University Cooperative Undergraduate Program in the Marine Sciences. The program, offered at the Duke University

Marine Laboratory (Beaufort, North Carolina), is a ten-week semester of courses, seminars, and independent investigations. Studies include the physical, chemical, geological, and biological aspects of the marine environment with emphasis on the ecology of marine organisms.

The program, appropriate for second semester juniors, or students who have had 3-4 courses in biology, begins in January and extends to the end of April. The student receives the equivalent of five courses, two of which may be used toward the minimum eight required in biology. The remaining courses will apply toward graduation requirements. Students enrolled in this program will be required to take only three January Term courses at Gettysburg.

Interested students are urged to contact the Biology Department regarding the current curriculum at the laboratory and additional information regarding the program.

Army Reserve Officers Training Program The ROTC program conducted by the Department of Military Science allows a student to earn a commission as a Second Lieutenant in the US Army concurrent with academic degree conferral. The training received in leadership, management and human relations provides an excellent, highly valued foundation for subsequent civilian careers.

The Basic Course covers the first two years of the ROTC Program. Instruction includes the national defense structure, military history, orienteering, wilderness survival, and leadership instruction. The fall and spring terms of both years involve one hour of classroom instruction and one hour of professional development lab per week. There is no military obligation involved with enrollment in the Basic Course.



The Advanced Course covers the third and fourth years of the ROTC program. Instruction includes advanced leadership development, group dynamics, organization and management, small unit tactics and administration. Each term entails three classroom hours, one professional development lab hour per week, and one field training exercise per semester. In addition, Advanced Course cadets are paid \$100.00 per month. Army ROTC also offers scholarships on a competitive basis. Eligible students may apply for two or three-year scholarships which pay full tuition and book expenses plus \$100.00 per month.

The Military Science Department offers both a 4-year and a 2-year program towards commissioning. Interested students should contact a member of the Department of Military Science for details on both

these programs. It should be remembered that a student must have two full academic years remaining to participate in the Advanced Course and must have completed the Basic Course or received credit for the Basic Course prior to being enrolled in the Advanced Course.

Senior Honors

The College awards the following honors to members of the graduating class. These senior honors are intended for students with four years residence at Gettysburg College, and computations for them are based on four years' performance.

1. Valedictorian, to the senior with the highest accumulative average.
2. Salutatorian, to the senior with the second highest accumulative average.

3. Summa Cum Laude, to those seniors who have an accumulative average of 3.75 or higher.

4. Magna Cum Laude, to those seniors who have an accumulative average of 3.50 through 3.74.

5. Cum Laude, to those seniors who have an accumulative average of 3.30 through 3.49.

The Academic Standing Committee may grant the above honors to students with transfer credit if they have satisfied the conditions of the honor during at least two years in residence at Gettysburg College and have presented excellent transfer grades.

In addition to the above, departments may award Departmental Honors for graduating seniors based upon their academic performance in a major field of study. Departmental Honors are awarded to transfer students on the same terms as to other students since the computation for this award is not necessarily based on four years in residence at Gettysburg College.

Deans' Lists

The names of those students who attain an average of 3.6 or higher in the fall term, or in the spring term, are placed on the Deans' Honor List in recognition of their academic attainments. Also, those students in the same terms who attain an average from 3.33 to 3.59 are placed on the Deans' Commendation List. To be eligible for these honors, a student must take a full course load of four courses, with no more than one course taken under the S/U grading option during that term (except for students taking the Education Term who may take two courses S/U).

Phi Beta Kappa

Phi Beta Kappa elects to membership seniors who have a distinguished academic record in a liberal arts program. No more than ten percent of the senior class may normally be elected. The Gettysburg College Chapter of Phi Beta Kappa received its Charter in 1923 and is one of 234 chapters of Phi Beta Kappa in American colleges and universities.

Prizes and Awards

The following prizes recognize outstanding scholarship and achievement. They are awarded at a Fall Honors Program in October or a Spring Honors Convocation held in April or May. Grades earned in required courses in physical education are not considered in computations for prizes or awards. Transfer students are eligible for prizes and awards.

Endowed Funds

Baum Mathematical Prize The income from a fund contributed by

Dr. Charles Baum (1874), is given to the sophomore showing the greatest proficiency in Mathematics.

Anna Marie Buddé Award The income from a bequest from Anna Marie Buddé, Instructor and Assistant Professor of Voice 1953-1972 is given to the outstanding sophomore voice student.

Romeo M. Capozzi Gettysburg College Athletic Training Room Award The income from a bequest from Rose Ann Capozzi in memory of her late husband, Romeo M. Capozzi, is given to the student who has demonstrated the greatest degree of proficiency in Athletic Training Room techniques.

Oscar W. Carlson Memorial Award The income from a fund contributed by the family of Oscar W. Carlson (1921) is given to the junior who demonstrates excellent academic achievement in three or more courses in the Department of Religion, including two courses above the 100-level.



John M. Colestock Award The award contributed by family and friends, is given to a senior male student whose optimism, enthusiasm, and strength of character have provided exceptional leadership in student affairs.

Malcolm R. Dougherty Mathematical Award The income from a fund contributed by the Columbian Cutlery Company, Reading, Pa., in memory of Malcolm R. Dougherty (1942), is awarded to a freshman showing proficiency in mathematics and working to earn part of his or her college expenses.

Margaret E. Fisher Memorial Scholarship Award The income from a fund contributed by Dr. Nelson F. Fisher (1918) in memory of his mother, is awarded to a male student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

Holly Gabriel Memorial Award A fund established by the friends and classmates of Holly Gabriel (1978) provides a memento and notation on a plaque in the office of The Sociology and Anthropology Department to a senior sociology major selected by The Department who demonstrates superior academic achievement, concern for the welfare of others, and the intent to continue this service beyond graduation.

Samuel Garver Greek Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Greek during the freshman year.

Samuel Garver Latin Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is



awarded to the student who has made the greatest progress in Latin during the freshman year.

Graeff English Prize The income from a fund established in 1866 is awarded to a senior selected by the English Department on the basis of outstanding achievement in the work of that Department.

David H. Greenlaw Memorial Prize The income from a fund contributed by Mr. and Mrs. Ralph W. Greenlaw in memory of their son, David H. Greenlaw (1966), is awarded to the student who has contributed most to the technical aspects of the College's drama productions.

John Alfred Hamme Awards Two awards, established by John Alfred Hamme (1918), are given to the two juniors who have demonstrated in the highest degree the qualities of loyalty,

kindness, courtesy, true democracy, and leadership.

Henry W. A. Hanson Scholarship Foundation Award The income from a fund contributed by College alumni in honor of Henry W. A. Hanson and in recognition of his leadership of and distinguished service to Gettysburg College and to the cause of education in the Lutheran Church and the nation, is awarded to a senior who plans to enter graduate school in preparation for college teaching. The student must have taken the Graduate Record Examination. If the senior chosen cannot accept, the next qualified candidate is eligible, and if no member of the senior class is chosen, a committee may select a member of a previous class.

Harry C. and Catherine Noffsinger Hartzell Award The income from a fund, contributed by James Hamilton Hartzell (1924) in memory of his parents, is awarded to the outstanding junior student in the Department of Sociology and Anthropology. The selection of co-recipients may be made at the discretion of the Department.

James Boyd Hartzell Memorial Award The income from a fund contributed by James Hamilton Hartzell (1924) and his wife, Lucretia Irvine Boyd Hartzell is awarded to a junior student majoring in economics or in business administration for outstanding scholarship and promise in these fields. The selection of co-recipients may be made at the discretion of the Department of Economics and Business Administration.

James Hamilton and Lucretia Irvine Boyd Hartzell Award The income from a fund contributed by James Hamilton Hartzell (1924) and his wife is awarded to a sophomore student for outstanding scholarship and promise in the field of History. The selection of co-recipients may be made at the discretion of the History Department.

Hassler Latin Prize The income from a fund contributed by Charles W. Hassler, is awarded to the best Latin student in the junior class.

Rev. George N. Lauffer (1899) and M. Naomi Lauffer (1898) Scholarship Award The income from a fund is given each year to a junior who has maintained high scholarship and who evidences outstanding ability and Christian character. It is understood that the recipient will complete the senior year at Gettysburg College.



Mr. and Mrs. William H. MacCartney Scholarship Award The income from a fund established by Michael Alan Berk and Kerry MacCartney Berk (1975) is given to a student on the basis of academic excellence, initiative shown in a work-study program, and contributions to the college through leadership in campus activities.

J. Andrew Marsh Memorial Awards The income from the fund is presented each year to the sophomore and junior students of Gettysburg College who best exemplify the "whole person" concept through positive attitude, exceptional spirit, high standards, and notable achievement, both curricular and extracurricular. Priority is given to candidates in the Army ROTC program.

Military Memorial Prize The income from a fund contributed by alumni and friends of the College is awarded to the student who has attained the highest standing in the advanced course of the Reserve Officers Training Corps.

Franklin Moore Award The income from a fund contributed by the friends of Mr. Moore is given to the senior who, during his or her undergraduate years, has shown the highest degree of good citizenship and, by character, industry, enterprise, initiative, and activities has contributed the most toward campus morale and the prestige of the College.

Muhlenberg Freshman Prize The income from a fund given by Dr. Frederick A. Muhlenberg (1836) is awarded to the freshman taking Greek or Latin who attains the highest general quality point average.

Muhlenberg Goodwill Prize An illuminated certificate is awarded to a senior male student "For his growth during formative years at Gettysburg College in awareness of personal responsibility for the welfare of all peoples; for a degree of achievement in same during College years; and in the hope of his future accomplishment for betterment of Community, State and Nation."

William F. Muhlenberg

Award The income from a fund is awarded to two juniors on the basis of character, scholarship, and proficiency in campus activities.

Nicholas Bible Prize The income from a fund contributed by the Rev. Dr. J. C. Nicholas (1894) is awarded to the senior who has done the best work in advanced courses in religion.

Clair B. Noerr Memorial

Award An inscribed medal, established by Constance Noerr (1958) in memory of her father, is awarded to a senior woman on the basis of proficiency in athletics, scholarship, and Christian character.

Dr. John W. Ostrom Composition Awards The income from a fund contributed by Dr. John W. Ostrom (1926) is awarded to the student who achieves excellence and

demonstrates the greatest improvement in freshman composition (English 101) and to the student who achieves excellence and demonstrates the greatest improvement in advanced composition (English 201).

Dr. John W. Ostrom English

Award The income from a fund contributed by Dr. John W. Ostrom (1926) is awarded to the student who has, in the judgment of the members of the Department of English, written the best expository essay for an upper level English course.

Keith Pappas Memorial Award

Notation on a plaque in the Office of the Dean of Student Life and a certificate is given annually as a memorial to Keith Pappas (1974), an honors graduate who made an extraordinary contribution to the life of this College and its people. This award is to be given to a



current student who most significantly affects the College community through the quality of his or her participation in its functions and whose divergent contributions give form to what is called Gettysburg College.

Jeffrey Pierce Memorial

Award The income from a Memorial Fund established in honor of Jeffrey Pierce (1971), is awarded annually to that male senior who, in the judgment of the Department, has reached the highest level of achievement in the field of history.





Martha Ellen Sachs Prize The income from a fund contributed by John E. Haas in memory of his aunt, a Lecturer at the College, is awarded to a student exhibiting excellence in English composition, with consideration given to improvement made during the year.

Stine Chemistry Prize The income from a fund contributed by Dr. Charles M. A. Stine (1901), is awarded to a senior chemistry major on the basis of grades in chemistry, laboratory technique, personality, general improvement in four years, and proficiency in chemistry at the time of selection.

Earl Kresge Stock Prizes The income from a fund contributed by Earl Kresge Stock (1919) is awarded to the three students who write the classroom papers judged best in the areas of the humanities, the sciences, and the social sciences.

Samuel P. Weaver Scholarship Foundation Prizes Prizes established by Samuel P. Weaver (1904), are awarded to the two students writing the best essays on an assigned topic in the field of constitutional law and government.

Earl E. Ziegler Junior Mathematics Award The income from a fund contributed by Phi Delta Theta Alumni is given in honor of Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935–1968, to the student who is majoring in mathematics and has the highest average in mathematics through the middle of the junior year.

Earl E. Ziegler Senior Mathematics Award The income from a contribution by Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935–1968, is awarded to the mathematics major who has achieved the highest average in mathematics through the middle of the senior year.

Edwin and Leander M. Zimmerman Senior Prize The income from a fund is given to the senior whose character, influence on students, and scholarship have contributed most to the welfare of the College.

Unendowed

Charles W. Beachem Athletic Award The Physical Education Department presents a trophy in memory of Charles W. Beachem (1925), the first alumni secretary of the College. Based on Christian character, scholarship, and athletic achievement, the award is given to a senior student.

Beta Beta Beta Junior Award This award is given to a junior Biology major who has become an active member of Beta Beta Beta. The award is based on scholarship, character, and attitude in the biological sciences.

Beta Beta Beta Senior Award This award is given to a senior Biology major who has demonstrated academic excellence in the biological sciences. The

award is based on scholarship, character, and an active participation in the Rho Chapter of Beta Beta Beta.

C. E. Bilheimer Award Notation on a plaque and a memento are given to the senior major in health and physical education with the highest academic average.

Chemistry Department Research Award The award provided by the Chemistry Department is given to the graduating senior chemistry major who has made the greatest contribution both in his or her own research and to the research activities of the Chemistry Department.

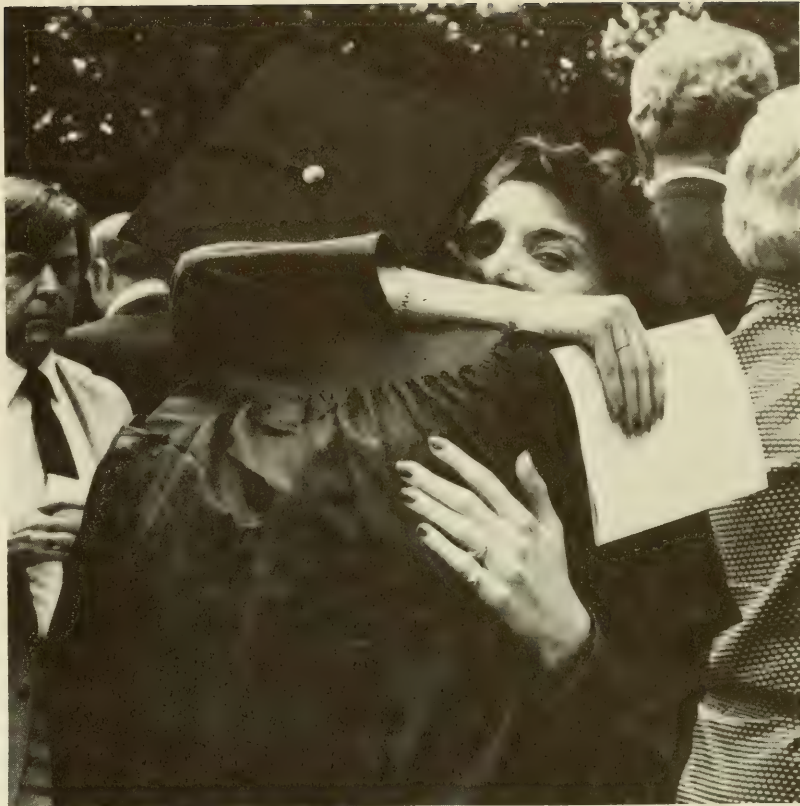
College President's Award: Military Science An engraved desk writing set is awarded to the outstanding senior in the Army ROTC program chosen on the basis of academic excellence, military performance, especially leadership ability, character, industry and initiative, and participation in activities.

Delta Phi Alpha Prize A book on German culture is awarded to the outstanding student for the year in the German Department.

Anthony di Palma Memorial Award An award established by the family of Anthony di Palma (1956), provides a book to the junior having the highest marks in history. Other things being equal, preference is given to a member of Sigma Chi fraternity.

French Cultural Counselor's Award A book presented by the Cultural Counselor of the French Embassy is awarded to a senior for outstanding achievement in French.

Frank H. Kramer Award The award is given by Phi Delta Theta fraternity, in memory of a former



Professor of Education, to a senior for the excellence of his or her work in the Department of Education.

Pennsylvania Institute of Certified Public Accountants Award This award sponsored by the Pennsylvania Institute of Certified Public Accountants is presented to a senior selected by the faculty of the Economics and Business Administration Department who has demonstrated excellence in the area of accounting and who, by participation in campus activities, shows qualities of leadership. Eligibility for this award is based on the satisfactory completion of a substantial number of accounting courses.

Pi Lambda Sigma Awards The Pi Lambda Sigma Awards, a sum of money contributed by Pi Lambda Sigma, is given annually to a senior major in Business

Psi Chi Award The award is given to a senior psychology major, in the spring of his or her senior year, who shows promise in the field of psychological endeavor. Other things being equal, preference is given to a member of Psi Chi.

Psi Chi Junior Award An award is given to a senior psychology major who has displayed outstanding potential and initiative throughout his or her junior year.

Sceptical Chymists Prize To encourage the presentation of talks, the prize is awarded by the organization to the member or pledge who delivers the best talk before the Sceptical Chymists during the year.

Sigma Alpha Iota College Honor Award Sigma Alpha Iota, an international music fraternity, gives an award each year to a young woman in the local chapter who has exemplified the highest

musical, scholastic, and ethical standards, whatever her class standing. Contributions to the local chapter of Sigma Alpha Iota and participation in Music Department activities are important criteria for selection.

Sigma Alpha Iota Honor Certificate Sigma Alpha Iota annually awards in each chapter an honor certificate to the graduating woman who holds the highest academic average among music majors.

Society for Collegiate Journalists Award A medal is presented to a student who has done outstanding work on the College newspaper or literary magazine or with the radio station.

Dr. George W. Stoner Award The income from a fund is awarded to a worthy male senior accepted by a recognized medical college.

Student Life Council Award A citation is awarded to a student in recognition of the quiet influence he or she has exerted for the improvement of the campus community.

Wall Street Journal Student Achievement Award The award of a silver medal and a year's subscription to the *Wall Street Journal* is presented to a senior in the Department of Economics and Business Administration who has shown outstanding academic achievement in the study of finance and economics.

Charles R. Wolfe Memorial Award An award is given by Alpha Xi Delta to a graduating senior on the basis of scholarly endeavor, warmth of personality, and dedication to the College.



Administration, a senior major in Economics, and a senior major in Political Science. The recipients are selected by their respective departments and Pi Lambda Sigma on the basis of their outstanding overall scholastic records, departmental performances, campus activity, character, and potential for future growth.





GETTYSBURG

**Courses
of Study**

Each year the Registrar's Office issues an Announcement of Courses listing the courses to be taught during the fall and spring terms and the times they will be taught. A January Term Catalogue is issued in the fall by the Office of the Dean of the College listing the courses to be taught during the January Term. Since not every course listed in the following pages is offered each year, the Announcement of Courses and January Term Catalogue should be consulted to obtain the most current information about course offerings.

Usually, courses numbered 100-199 are at a beginning level. Intermediate courses are numbered 200-299. Courses numbered 300-399 are at an upperclass level. Courses numbered 400 and above are advanced seminars, internships and individualized study.

Courses which are listed with two numbers, e.g. Biology 101, 102, span two terms. For courses separated by a hyphen, the first numbered course must be taken as a prerequisite for the second. Where the two numbers are separated by a comma, either of the terms of the course may be taken independently of the other.

The College and distribution requirements for a B.A. degree are listed on page 27 and for a B.S. in Music Education on page 42. Courses to meet the distribution requirements are offered in various departments. Below is a list of requirements and the department or departments offering such courses. The department introductions and course listings on the following pages indicate the specific courses which fulfill certain requirements.

Please note section on page 29 that indicates modifications in distribution requirements for the freshman classes entering in the fall of 1983 and 1984.

Requirements	Departments offering courses that fulfill the Requirement
Writing Proficiency	English (English 101 or exemption by examination)
Freshman Colloquy	Interdepartmental Studies (IDS 100, but taught by professors from various departments)
Foreign Languages	Classics, French, German, and Spanish
Religion	Religion (100 level course)
History/Philosophy/Religion (This is in addition to the requirement in Religion)	Classics, French, German, History Interdepartmental Studies, Philosophy, Religion, Spanish (some courses in foreign language departments are conducted in English)
Literature	Classics, French, English, German, Interdepartmental Studies, Spanish, (some courses in foreign language departments are conducted in English)
Art, Music, Creative Writing, or Theatre Arts	Art, English, Music
Laboratory Science	Biology, Chemistry, Physics
Social Sciences	Economics, Political Science, Psychology, Sociology and Anthropology
Non-Western Culture	Economics, French, History, Interdepartmental Studies, Philosophy, Political Science, Religion, Sociology and Anthropology
Health and Physical Education	Health and Physical Education and Military Science

The January Term Catalogue indicates which distribution requirements can be fulfilled by specific January Term courses.

Art

Associate Professors Agard (Chairperson) and Paulson
Instructor Small

Overview

The Art Department has the following major objectives:

(1) to educate the visual sensibilities beyond the routine responses, toward an awareness of the visual environment around us, as well as cognition of works of art as the living past; (2) to study the historical-cultural significance and aesthetic structure of architecture, painting, and sculpture, and the enduring dialogue between continuity and change; (3) to teach the history of art and the practice of art as separate but interrelated disciplines; (4) to provide the interested major with a curriculum which will give him or her a foundation for graduate or professional study leading to a career in high school or college teaching, to commercial art and industrial design, or as professional painters, sculptors, and printmakers.

The Department offers to prospective majors a flexible program of study in interrelated studio and art history courses. It encourages students from disciplines other than art to select from both types of courses.

Requirements and Recommendations

Requirements for studio majors are: Art 141 (121), 145 (141), 146 (142), 120 and courses in painting, printmaking, or sculpture, additional courses in at least two of these disciplines and a minimum of two courses in addition to Art 120 in the area of history and/or the theory of art. Students are encouraged to take additional courses in the discipline of their special interest and competence.

Students intending to major in studio art are advised to take Art 141 (121), 145 (141) in their freshman year if their interests will lead to an emphasis in Painting and Printmaking. Students interested in a Sculpture/Painting or Sculpture/Printmaking emphasis are advised to take Art 141 (121), 145 (141), and 146 (142) in their freshman year.

For studio majors there will be a portfolio review and senior show at the end of the second semester of the senior year.

Because of graduate school requirements and extensive publications in French, German, and Italian, students interested in the history of art are advised to fulfill their language requirement in one of these languages.

The Art Department reserves the right to keep one work by each student from each studio course. These selections will become a part of the Department's permanent collection.

Art History and/or Theory of Art Minor

Students interested in minoring in Art History are advised to take the following courses: one (1) 100-level studio course, one (1) 200-level studio course, Art 120 and three (3) 200-level art history and/or theory of art courses. Students with an acceptable knowledge or background in art history may seek an exemption from Art 120. If the student is released from Art 120 by the instructor, the student must take four (4) 200-level art history and/or theory of art courses.

Art Studio Minor

Students interested in minoring in Studio Art are advised to take the following courses: two (2) art history and/or theory of art courses and four (4) studio courses.

Students minoring in either art history and/or theory of art or studio art should be reminded that not more than two (2) 100-level courses are acceptable to fulfill the College's requirements for a minor.

Distribution Requirements

Any course in the area of history and theory of art may be counted toward the distribution requirement in art, music, theatre arts, or creative writing.

Special Facilities

The new 1,100 sq. foot Schmucker Hall Art Gallery displays nine different exhibitions each year. Included in the gallery calendar are works by professional artists, a faculty show, a student show, several senior art major shows, and numerous theme and specially funded exhibitions.

A collection of approximately 35,000 color slides supports the teaching of art history and studio classes. Available to students is a corresponding collection of 20,000 opaque color reproductions of architecture, painting, and sculpture. Art museums in Washington, Baltimore, and Philadelphia, as well as art exhibits at the College, make possible the necessary contact with original works of art.

The Department has presses for relief, surface, and intaglio printmaking. For sculpture it has both gas and electric welding equipment, power tools for working in wood, stone, and plastic, and a small foundry for bronze casting.

History and Theory of Art

111, 112 Ideas and Events Behind the Arts

A study of the visual arts from prehistoric times to the nineteenth century. An attempt will be made to investigate how social, political, and even natural events have stimulated response in the function and style of painting, sculpture, and architecture. While an understanding of the contextual role of art is considered important, there will also be emphasis upon an understanding of the individual work of art in terms of aesthetic analysis of form and content.

Ms. Small

120 Theory of the Visual Arts

A course to give the liberal arts student a basic approach to visual experience. This is not a chronological survey but a study of visual elements which relate to art. The emphasis will be on painting but other forms of art will also be considered.

Ms. Small

206 European Painting 1700-1900

Introduction to eighteenth century painters in Italy, France, and England and their relationship to the Enlightenment. Major emphasis on the evolution of painting in France during the nineteenth century in relation to the changing social, political, and philosophical climate. Special attention will be given to impressionism and Post-Impressionism. Alternate years. Offered Fall 1984.

Ms. Small

210 Twentieth Century European Painting

A study of the schools and critical writings surrounding the major figures. Such movements as Art Nouveau, Nabis, Fauvism, Cubism, Futurism, German Expressionism, De Stijl, Dada, and Surrealism will be considered.

Ms. Small

221 Eighteenth and Nineteenth Century American Painting

A survey of American painting from the Colonial Period to 1900, studied in relationship to developments in Europe, and with emphasis on the response of art to the changing social and technological environment in America. Alternate years.

Ms. Small

222 Painting in America Since 1900

A survey of twentieth-century painting. Two basic themes of the course are: the changing social role of painting as America's self-image develops and the aesthetic role of the eclectic process.

Ms. Small

235 History of Modern Sculpture

A study of the evolution of sculptural forms from the nineteenth century through the present decade with emphasis on the effects of science and technology on man's changing image of man and his universe. Alternate years.

Mr. Paulson

Studio Courses

The purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop the ability to organize visual material; and to integrate the intuitive and rational into creative activity. Lectures accompany basic studio courses when necessary to relate theory and practice.

The Lora Qually Hicks memorial fund, established by family and friends in honor of Lora Qually Hicks (1971), provides funds for the purchase of works created by Gettysburg students.

141 Introduction to Drawing

An introductory course. Drawing from the model and controlled studio problems. Intended to promote coordination of the hand and the eye to achieve a degree of technical mastery over a variety of drawing tools. Emphasis will be placed on line quality, techniques of shading, negative-positive relationships, figure-ground relationships, form, structure, and an awareness of the total field.

Mr. Agard

142 Introduction to Drawing

Builds on the knowledge and skills accumulated in Art 141. Focuses on a wide range of drawing techniques and media. Experimental techniques and concepts, mixed-media, and collage will be introduced. Subjects will include the model, nature, architecture, interiors, and other visually interesting situations. *Prerequisite:* Art 141 (121) or Permission of Instructor. Offered even years only.

Mr. Agard

145 Basic Design (two-dimensional)

An introductory course to help the student develop a capacity to think and work conceptually as well as perceptually, and to provide a basic discipline with which to organize a variety of materials into structural and expressive form. Alternates with 122. Offered Spring 1984.

Mr. Agard

146 Basic Design (three-dimensional)

An introductory course extending the basic disciplines of 141 into the third dimension. Projects introduce materials such as clay, plaster, wood and metal. The intent of this course is to assist students to organize three-dimensional forms.

Mr. Paulson

251 Painting

Once each student establishes their thematic image a series of paintings is developed. Assigned problems are designed to introduce a variety of conceptual, procedural, and experimental possibilities. *Prerequisite:* Art 141 (121) or Permission of Instructor.

Mr. Agard

252 Painting

Students are encouraged to develop unique and experimental techniques, procedures, images, presentations, and textural applications. A series of paintings is developed. Alternative concepts and methodology are discussed. Students are referred to works by artists who have related aesthetic interests. *Prerequisites:* Art 141 (121) or Permission of Instructor and Art 251 (127). Offered odd years only.

Mr. Agard

255 Introductory Printmaking

An introductory course in printmaking. The creative process as conditioned and disciplined by the techniques of intaglio and lithography. Discussion of past and contemporary methods, and the study of original prints. *Prerequisite:* Art 141 (121) or Permission of Instructor.

Mr. Paulson

256 Printmaking

Further experiments but of individual concerns with concentration on one technique. *Prerequisite:* Art 141 (121) and Art 255 (131)

Mr. Paulson

261 Introductory Sculpture

An introduction to the fundamentals of three-dimensional forms and modes of expression involving creative problems in the organization of space, mass, volume, line, and color. Correlated lectures and demonstrations will be used to acquaint the student with those aspects of sculptural history and theory relevant to studio projects. This course is intended for the general student as well as the art major. *Prerequisite:* Art 146 (142) or Permission of Instructor.

Mr. Paulson

262 Sculpture

A program of studio projects (arranged by the instructor and the student) concerned with developing an individual approach to three-dimensional form with concentration in directly fabricating techniques involving a series of experiments in spacial organization. *Prerequisites:* Art 146 (142) or Permission of Instructor, and Art 261 (136).

Mr. Paulson

241 Intermediate Drawing

Intermediate studio problems: emphasis on drawing concepts and the development of individual student concerns in a series. *Prerequisites:* Art 141 (121) or Permission of Instructor, and Art 142 (122).

Mr. Agard

351 Advanced Painting

Advanced studio problems: emphasis on painting concepts and the development of individual student concerns in a series. *Prerequisites:* Art 141 (121) or Permission of Instructor, Art 251 (127), 252 (128). Offered odd years only.

Mr. Agard

355 Advanced Printmaking

Experimental printmaking: concentrating on personal development of one method and exploration. *Prerequisites:* Art 141 (121) or Permission of Instructor, and Art 255 (131), 256 (132).

Mr. Paulson

361 Advanced Sculpture

Further exploration of individual three-dimensional concerns with concentration in one media and technique. *Prerequisites:* Art 146 (142) or Permission of Instructor, and Art 261 (135), 262 (136).

Mr. Paulson

Individualized Study

Provides an opportunity for the well-qualified student to execute supervised projects in the area of his/her special interest, whether studio or history. Repeated spring term.

Staff

Biology

Professors Barnes and Cavaliere (*Chairperson*)

Associate Professors Beach, Hendrix, Mikesell, Schroeder, and Winkelmann

Assistant Professors Logan and Sorensen

Laboratory Instructors J. Beam, P. Price, and H. Winkelmann

Overview

Courses in the Department are designed to provide a foundation in basic biological concepts and principles, and the background necessary for graduate study in biology, forestry, dentistry, medicine, veterinary medicine, and various other professional fields. All courses in the Department include laboratory work.

Requirements and Recommendations

The minimum eight biology courses required for a major must include Biology 111, 112, and 200, but is exclusive of Electron Microscopy and January Term courses unless otherwise designated. Beyond the three above, there are no specific courses required for the major. This relative freedom permits the attainment of the different backgrounds required for various biological careers. Specialization at the expense of breadth, however, is discouraged. A student, in consultation with his or her adviser, should construct a broad, balanced curriculum. Every program should include at least one course from the area of botany, one from zoology, and one 300 level course.

Chemistry 111, 112 and Chemistry 203, 204 are required of all majors in Biology. It is desirable, but not essential that Chemistry 111, 112 be taken in the freshman year and that Chemistry 203, 204 be taken in the sophomore year.

Two courses in introductory physics (either Physics 103, 104 or Physics 111, 112) are required for admission to graduate and professional schools, but this subject is not a requirement for the major.

A minimum competency in statistics and calculus is expected of all majors in biology. Any deficiency should be rectified with Mathematics 107 (Applied Statistics) and Mathematics 108 (Applied Calculus). Students desiring a double major with chemistry, mathematics or physics must take Mathematics 111-112 (Calculus of a Single Variable).

A minor in biology includes Biology 101, 102 (or Biology 111, 112) and any other four courses in the department which would count toward the major provided that all prerequisites are met.

Distribution Requirements

The distribution requirement in laboratory science may be satisfied by Biology 101, 102, by Biology 101 plus a January Term course designated for this purpose, or by Biology 111, 112.

Special Facilities

Greenhouse, animal quarters, aquarium room, environmental chambers, electron microscopy laboratory (housing both scanning and transmission electron microscopes), independent study laboratories.

Special Programs

Cooperative program in Forestry and Environmental Studies with Duke University (p. 53). Cooperative programs in Marine Biology with Duke University and Bermuda Biological Station.

January Term offerings include a variety of courses: (1) special courses in introductory biology to satisfy the distribution requirement in laboratory science or for the major requirement, (2) courses in specialized areas of biology for students who have completed the introductory course, (3) overseas field courses, (4) internships in hospitals, research labs, and private medical practices, and (5) opportunities for individualized study and self-designed internships.

101, 102 General Biology

Designed for the non-science major. Subject matter includes the structural organization of organisms; the relationship of structure and function; the interactions between organisms and environment. Particular attention is given to the relationship of biology to human concerns. Three class hours and laboratory.

Messrs. Hendrix, Mikesell, and Staff

111 Introductory Biology: Plants

Basic cell structure and function, cell division, reproduction, respiration, photosynthesis; a brief survey of protistan organisms and plants; an introduction to the structure and physiology of vascular plants. Three class hours and laboratory.

Mr. Cavaliere and Staff

112 Introductory Biology: Animals

Introduction to the adaptive biology of animals; basic developmental patterns and processes; principles of genetics, evolution and phylogeny; ecology. Three class hours and laboratory. *Prerequisite:* Biology 111.

Mr. Barnes and Staff

200 Cell Biology

Study of the principles and processes of cellular biology. Structure and function of membranes and organelles; enzymes and their role in chemical reactions; the mitochondrion and energy flow; the chloroplast and photosynthesis; cell excitability and motility; molecular nature of the gene and gene expression; genetic control and cellular differentiation; cellular aspects of immunology; general cellular homeostasis. Three class hours and laboratory.

Mr. Schroeder

(Biology 111, 112, 200 sequence is designed for the science major)

201 Vertebrate Morphology

Detailed examination of the origins, structures, and functions of the organ systems of vertebrates. Special attention is given to the evolution of major vertebrate adaptations. Three class hours and two scheduled laboratories. Offered in fall of odd-numbered years.

Mr. Winkelmann

202 Structural Plant Development

Anatomical approach to the study of higher plant structures. The origin and differentiation of tissues and organs, environmental aspects of development and plant anomalies are studied. Six hours a week in class-laboratory work. Offered in fall of odd-numbered years.

Mr. Mikesell

204 Taxonomy of Flowering Plants

Identification, classification, structural diversity, and evolutionary relationships of angiosperms. The course includes extensive field work for collection of local flora, and methodology and principles of related disciplines, e.g., plant geography, cytogenetics, and numerical taxonomy.

Mr. Beach

215 Electron Microscopy

Introduction to the basic theory and practice of transmission electron microscopy (RCA EMU4) and scanning electron microscopy (JEOL JSM T20). Techniques of tissue preparation are covered along with introduction to interpretation of animal and plant ultrastructure. Three class hours and laboratory. Cost: approximately \$50.00 for materials which will remain property of student. Does not count toward the eight minimum courses required for a major.

Ms. Logan

217 An Evolutionary Survey of the Plant Kingdom

Synopsis of embryo-producing plants, primarily liverworts, mosses, fern allies, ferns, and seed plants. Emphasis is on comparative morphology, adaptive diversity and phylogeny. Six hours a week in class-laboratory work. Offered in fall of even-numbered years.

Mr. Mikesell

218 Protistan Biology

Study of algae, fungi, and protozoans with emphasis on both the cellular and subcellular levels. The course will include the identification, morphology, physiology, reproduction, ecology, phylogeny and culture techniques. Six hours a week in class-laboratory work. Offered in spring term of odd-numbered years.

Mr. Cavaliere

224 Vertebrate Zoology

Introduction to the systematics, distribution, reproduction, and population dynamics of vertebrates. Field and laboratory emphasis is on natural history, collection, and identification. Six hours in class, laboratory or field. Optional trip to North Carolina.

Mr. Winkelmann

227 Invertebrate Zoology

Biology of the larger free-living metazoan invertebrate groups, exclusive of insects, with special emphasis on adaptive morphology and physiology and on evolution. Six hours a week in class-laboratory work.

Mr. Barnes

230 Bacteriology

Introduction to the biology of bacteria, their morphology, reproduction, physiology, genetics, and ecology. Isolation, cultural techniques, environmental influences, biochemical, genetic, and immunological characterization of bacteria will be emphasized in the laboratory. Three class hours and laboratory.

Mr. Hendrix

300 Plant Physiology

Physiological processes in vascular plants. Plant responses, growth promoting substances, photoperiodic responses, water absorption and transpiration, mineral nutrition, and general metabolic pathways are studied. Three class hours and laboratory. Offered in spring term of even-numbered years. *Prerequisite:* Biology 200 or permission of instructor.

Mr. Cavaliere

305 Ecology

Principles of ecology, with emphasis on the role of chemical, physical, and biological factors affecting the distribution and succession of plant and animal populations and communities. Three class hours and laboratory-field.

Mr. Beach

310 Principles of Genetics

Principles of Mendelian genetics, the interpretation of inheritance from the standpoint of contemporary molecular biology, and the relationships between heredity and development, physiology, ecology, and evolution. Three class hours and laboratory. *Prerequisite:* Biology 200.

Ms. Logan

320 Developmental Biology

Survey of the principles and phenomena of biological development at the molecular, cellular, and organismic levels of organization. Major attention is given to embryonic development in multicellular organisms, especially animals. Vertebrates are emphasized in the study of the formation of animal organ systems. Three class hours and laboratory. *Prerequisite:* Biology 200.

Mr. Sorenson

325 Animal Behavior

Study of animal behavior through readings, films, discussions, and field and laboratory observations. A wide range of phenomena will be considered, from simple mechanisms such as reflex responses to complex interactions such as social organizations. The role of behavioral adaptations in the biology of animal species will be emphasized. Three class hours and laboratory. Offered in fall of even-numbered years.

Mr. Winkelmann

340 Vertebrate Physiology

Introduction to the principles of animal function. Man is emphasized but other vertebrate groups are considered for comparative purposes. A significant block of time is spent in the laboratory, which stresses basic experimental techniques. An independent project must be undertaken as part of the course. *Prerequisites:* Biology 200, Chemistry 203, or permission of instructor. Three class hours and laboratory.

Mr. Schroeder

341 Biochemistry

Introduction to the principles of biochemistry. Topics include the structure and function of proteins, nucleic acids, lipids and carbohydrates; the kinetic analysis of enzyme activity; the thermodynamics of biochemical reactions; and the organization, regulation, and integration of metabolic pathways. Laboratory includes an independent project designed by the student. *Prerequisite:* Chemistry 204. Three class hours and laboratory.

Mr. Sorensen

Individualized Study

Independent investigation of a topic of special interest to the student. Study would normally include both literature and laboratory research carried out under the direction of a faculty member familiar with the general field of study. A seminar dealing with the investigation will be presented to the staff and students as a part of individualized study. Open to juniors and seniors. *Prerequisite:* Approval of both the directing faculty member and the Department prior to registration day.

Staff

Business Administration

Professor W. F. Railing (*Chairperson*)

Associate Professor Baird

Assistant Professor Jacobson

Instructors Hays, Lewis, Singh, and Witmer

Adjunct Assistant Professor J. M. Railing

Adjunct Instructors Katzman, Kerr, Musselman, Olson,

Raffensperger, and Robert

Assistant S. Cavaliere

Overview

The Department offers courses in business administration and accounting. A knowledge of these areas has become increasingly important for effective participation in our complex society and is essential for a person to be considered liberally educated. The Department's courses present this knowledge with a focus on problem solving that emphasizes the identification and solution of problems through analysis rather than the mere acquisition of vocational tools. Courses stress the critical thinking skills of a liberally educated person: analysis, synthesis, and ability to perceive, create, and choose among alternatives.

Business administration is concerned with the operation, management, and control of economic organizations in a society. The managers of economic organizations have a profound influence on a social system since they must understand the needs of their constituents and make decisions on the use of physical and human resources to satisfy these needs.

Accounting measures the activity of economic organizations, analyzes the resulting data, and provides alternatives and recommendations to the management of such organizations.

The Department offers a major in business administration, with a concentration in accounting possible within the major. In addition to its liberal arts objectives, the Department's curriculum is designed to meet the needs of students who intend to (1) pursue graduate study in economics; (2) enter graduate professional schools in business administration, law, and related areas; or (3) pursue a career in business, non-profit organizations, or government.

It should be noted that the Department reserves the right to limit the number of majors in business administration in accordance with the amount of its resources. If and when such a limitation is imposed, students will be selected by the Department on the basis of academic performance and other factors, such as attitude and diligence.

Requirements and Recommendations

Majors in business administration are required to complete ten courses as follows: Economics 101-102,

Accounting 153, Economics 241, 243, 245, and Business 366, and to select three courses from the following: Business 361, 363, 365, 367, Economics 351, 352, Accounting 154 and one advanced course in accounting.

Beginning with the class of 1985, majors in business administration will be required to demonstrate achievement in Mathematics equivalent to one term of Calculus. This requirement may be satisfied by taking Mathematics 117, which is offered specifically for majors in this Department, Mathematics 111, or Mathematics 108. Exemption by examination is also possible. Students who do not have an adequate background in algebra should take Mathematics 101 before taking a calculus course. Since calculus is one of the prerequisites for the required sophomore courses (Economics 241, 243, and 245), students who are interested in majoring in business administration are strongly encouraged to complete this mathematics requirement during their freshman year.

A student who plans to pursue graduate study in business administration is encouraged to take Mathematics 117-118 or Mathematics 111-112 and 211, 212, and Economics 242, 351, and 352. Mathematics 357-358 may be taken by a major in business administration in place of Economics 241 provided both terms of Mathematics 357-358 are completed.

It should, however, be noted that a student may not receive credit for two courses covering introductory statistics, such as Economics 241, Mathematics 107, and Sociology 303. All majors in the Department are required to take Economics 241. If a student has taken Mathematics 107 or Sociology 303 before becoming a business administration major, he or she will be required to take Economics 242. The Department feels that all its majors should be exposed to at least one statistics course stressing applications to economics, business, and accounting problems. Of course, the option does exist of taking Economics 241, but this will result in the loss of credit for Mathematics 107 or Sociology 303.

The computer has become an important tool in economics, business administration, and accounting. For this reason, the Department strongly recommends that its majors take, in accordance with their respective interests, a course or courses dealing with the use of the computer from among the following: Business 377, 378, and either Computer Studies 105 or Computer Studies 211.

During the first two years of residence, all students who intend to major in business administration should complete Accounting 153 and Economics 101-102, 241, 243, and 245.

Students who develop an interest in business administration after entering the College will, however, find it possible to major in the Department as late as the close of the sophomore year or the beginning of the junior year without having followed the above program, if

they have completed Economics 101-102 and a substantial number of the College distribution requirements. Economics 101-102 is a prerequisite for all courses offered by the Department except Business 363, 364, Accounting 153, 154, 253-254, 353-354, 355, 356, and 373-374. Upon application by a student, the prerequisites for a course may be waived by the instructor.

In order to qualify for Departmental Honors in business administration, a student must (1) satisfactorily complete Business 400 during the senior year, and (2) have earned an acceptable overall and Departmental grade point average.

Special Programs

Gettysburg College is one of a relatively small number of colleges and universities selected by the Small Business Administration (S.B.A.) to participate in the Small Business Institute Program. Under the supervision of a faculty member, students are dispatched to provide management counseling to the area small business firms. The S.B.I. program consists of two courses: Business 381 and 402. Students planning to seek admission to this program must plan their schedules carefully so that they complete the necessary prerequisites in a timely fashion. Such interested students should consult *THE HANDBOOK FOR MAJORS* of the Department of Business Administration for details about this program and admission to it. The *HANDBOOK* is available from the Department Office.

The Department also offers a Business Administration Internship (Business J-96) and an Accounting Internship (Accounting J-96) during the January Term for well-qualified senior majors. The internship involves an education-employment experience in business administration or accounting with a governmental or private business organization. The intern may be required to spend January outside the Gettysburg area. One course credit is given for successful completion of the internship.

Students majoring in business administration are encouraged to participate in The Washington Economic Policy Semester at The American University. Those persons interested should see page 47 and contact Dr. Railing at the beginning of the spring term of their sophomore year or earlier, to learn more about the Semester and to make application for it.

The Departmental brochure, entitled *HANDBOOK FOR MAJORS*, contains additional information regarding the policies and practices of this Department. All majors and potential majors are urged to obtain a copy of this booklet.

Business Administration

361 Marketing Management

Study of the place of marketing in the world of business; the marketing concept; understanding consumer buying behavior; market planning and product policy; sales management; distribution strategy; current problems, influences and pressures on marketing. Marketing case studies are analyzed and discussed. *Prerequisite:* Economics 101-102.

Messrs. Robert and Singh

363 Business Law

Brief examination of the development of the American legal system, and of criminal and tort law. The general principles of contract law and the sale of goods are then studied in depth. Offered in the fall and spring terms.

Ms. J. M. Railing

364 Business Law II

Secured transactions, commercial paper, employment, and business organizations are studied. *Prerequisite:* Business 363. Offered in the spring term.

Ms. J. M. Railing

365 Personnel Management

Study of both the functional context and the behavioral factors and implications that underlie human resource planning. Major topics include the role of unions, impact of legislation, and social responsibility. *Prerequisites:* Economics 101-102 and Business 366.

Ms. Jacobson and Mr. Kerr

366 Business Management

Study of major managerial functions and decision-making techniques. Further consideration is given to the contribution of behavioral and management science in treating the organization as a complex system. *Prerequisite:* Economics 101-102.

Ms. Jacobson

367 Business Finance

An introduction to the principles and practices involved in the acquisition and administration of funds by the business firm. Coverage includes asset management and the sources and costs of capital. Emphasis is upon the application of economic theory and basic decision theory to the financial concerns of the firm. *Prerequisites:* Economics 101-102 and Business 366.

Mr. Gemmill

377 Fundamentals of Automated Business Information Systems

Gives the student an introduction to business information systems and a basic familiarization with data processing concepts and terminology commonly encountered in the business world. The COBOL programming language is used as the vehicle for introducing and explaining the topics covered. The subject matter is presented from the viewpoint of the future manager or executive whose area of responsibility will utilize business information systems. *Prerequisites:* Economics 101-102, Accounting 153. Please note that a student may not receive credit for Business 377 and the former Business 177.

Mr. Katzman

378 Business Data Processing Systems and Management

Gives an understanding of the technical and management facets of business data processing. The human and organizational aspects as well as the socio-economic environment related to solving business problems via data processing are covered. The subject matter is presented from the viewpoint of those who will be future users of data processing, especially those in management positions. *Prerequisites:* Economics 101-102, 153, Business 366, 377, and Economics 241 or Mathematics 107.

Mr. Olson

381 Small Business Management

Study of the principles and procedures of managing a small business; relevant differences in approach between large and small businesses; the commitments of an entrepreneur and the required attitude; the functions of accounting, finance, marketing, personnel, and production forecasting for the small business manager. *Prerequisites:* Economics 101-102, Accounting 153, Business 361 and 366.

Mr. Singh

400 Senior Seminar

Involves study of research methodology and application of theory to contemporary problems in both business and accounting. Students prepare and discuss research papers on topics in business or accounting. Seniors must take this course to qualify for Departmental honors.

Staff

402 Management Practicum

Study of the practical application of business theory. Students will either assist local small business firms in improving their operations or engage in directed independent field research of a business problem. *Prerequisites:* Economics 101-102, Accounting 153, Business 361, 366, and 381.

Mr. Singh

Individualized Study

Topics of an advanced nature pursued by well qualified students through individual reading and research, under the supervision of a member of the Department's faculty. A student wishing to pursue independent study must present a proposal at least one month before the end of the term preceding the term in which the independent study is to be undertaken. *Prerequisites:* Permission of the supervising faculty member and the Department Chairperson. Offered during the fall and spring terms.

Staff

Accounting**153-154 Principles of Financial and Managerial Accounting**

Study of the basic principles, concepts and problems in recording, summarizing, reporting, and analyzing financial data. Topics covered in the first term include the accounting cycle for service and merchandise business, income determination, inventory valuation, and depreciation methods. In the second term, topics covered include partnerships, corporations, statement of changes in financial position, analysis of financial statements, present and future values, the accounting for cost of goods manufactured, standard costing, forecasting and budgeting.

Mesdames Hays and Lewis, Messrs. Baird, Musselman and Witmer

253-254 Intermediate Accounting

A continued and more intensive study of the principles and theories prevalent in accounting with consideration given to alternative methods of recording and presenting accounting data. An effort is made to acquaint the student with the predominant professional groups and their pronouncements on accounting matters. *Prerequisites:* Accounting 153-154.

Ms. Lewis

353-354 Cost Accounting

Accounting for manufacturing concerns with particular reference to securing unit costs of manufactured products. Emphasis is placed on job order costing, process costing, and allocation of overhead cost in 353 and managerial control profit planning and cost analysis in 354. *Prerequisites:* Accounting 153-154.

Mr. Witmer

355 Auditing

An introduction to principles and procedures of auditing, including preparation of audit programs and working papers, and the writing of reports. Some of the actual experience of conducting an audit is simulated through completion of a practice set. *Prerequisites:* Accounting 153-154.

Mr. Raffensperger

356 Federal Taxes

An introduction to Federal Income Tax Laws, development and implementation. Emphasis placed on taxes related to individuals and corporations. Researching specific problems through use of tax journals and services is required. Work on the art of preparing income tax returns and other related items is included. *Prerequisites:* Accounting 153-154.

Mr. Baird

373-374 Advanced Accounting

An examination of accounting problems related to certain areas such as estates and trusts, non-profit organizations, partnerships, bankruptcies, and with particular emphasis on consolidations. Considerable attention is also directed toward regulation of accounting practices as effected by governmental agencies, such as the Securities and Exchange Commission, and professional bodies, such as the Accounting Principles Board and the Financial Accounting Standards Board. *Prerequisite:* Accounting 253-254.

Mr. Baird

Individualized Study

(See description following Business 402)

Chemistry

Professors Fortnum and Rowland
Associate Professor Parker (*Chairperson*)
Assistant Professors Grzybowski and Malachowski
Assistant Instructors Jackson and Heiland

Overview

Each course offered by the Department provides an opportunity for a concentrated study of the various principles of classical and contemporary chemical knowledge. From the introductory to the advanced courses, application is made of basic theories and methods of chemical investigation. The courses offered by the Department utilize lectures, discussions, library work, on-line computer literature searching, videotapes/films, and laboratory investigations in order to emphasize the concepts that underlie the topics covered. Each course, as well as the major itself, is designed for the curious and interested student.

The program of the Department is accredited by the American Chemical Society. The paths taken by majors after graduation are varied; many enter graduate work in chemistry. Graduates also enter medical and dental schools, industrial and government research laboratories, secondary school teaching, and other fields such as business and engineering.

Requirements and Recommendations

The eight basic courses required for a major are Chemistry 111, 112 (or 112A), 203, 204, J21, 305, 306, and 317. Additional offerings within the Department may be elected according to the interests and goals of the individual student. Physics 111 and 112 and mathematics through 211 are required of all chemistry majors. Additional courses in mathematics (212) and physics may be recommended for those contemplating graduate study in certain areas. Junior and senior majors are expected to join with staff members in an afternoon seminar series which is designed to provide an additional opportunity for discussion of current developments in the field. Approved safety goggles must be worn in all laboratories. Prescription glass but *not contact lens* may be worn under safety goggles.

For the prospective secondary school teacher the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Chemistry.

Individualized study and independent laboratory work are available in connection with most courses. An honors section (112A) of the Fundamentals of Chemistry course provides a select group of students with such an opportunity at the introductory level. Emphasis is placed upon individual as well as group study in the January

Term offerings. During the student's junior or senior year the major may elect Chemistry 462, a research course in which a student can utilize his or her knowledge and creativity intensively.

The optional minor shall consist of Chemistry 111, 112 (or 112A) plus four other chemistry courses at the 200 level or above. No more than one of the four may be a designated January Term course. Individualized Study courses may not be counted toward the optional minor.

Distribution Requirements

The following combinations of chemistry courses may be used to satisfy the distribution requirement in laboratory science: either 101 or 111 followed by 102, 112 or 112A. (Course credit will not be given for more than two introductory chemistry courses including those given in the January term. Credit will NOT be given for both 111 and 101 OR for both 102 and 112.)

Special Facilities and Programs

The Department's library is at the disposal of all students. Numerous lectures and seminars are sponsored by the Department and Sceptical Chymists. These involve resource persons from universities, industries, government agencies, and professional schools and are designed to complement the curricular activities of the Department. An annual highlight is a three-day visit by an outstanding scholar in the field of chemistry. The program is supported by The Musselman Endowment for Visiting Scientists. Many qualified upper-classmen—chemistry majors and others—gain valuable experience from serving as laboratory assistants.

101 General Chemistry

Study of chemical principles with emphasis placed on providing the student with an understanding of how these principles relate to the non-scientist, especially in the areas of industry, ecology, health, and philosophy. Laboratory experiments are designed to offer a "hands-on" familiarity with the principles discussed in the lectures. The course is designed for students planning to complete only two courses in chemistry and who may have limited or no previous exposure to chemistry. Three lecture hours and one laboratory afternoon.

Mr. Grzybowski

102 General Chemistry

Review of principles studied in Chemistry 101 and application to problems of current and historical interest. Demonstrations and laboratory experiments are designed to illustrate and complement the material discussed in class. *Prerequisite:* Chemistry 101 or 111. Three lecture hours and one laboratory afternoon.

Mr. Malachowski

111 Fundamentals of Chemistry

Study of atomic structure, theories of bonding, stoichiometric relationships, properties of solutions and gases, and elementary thermodynamics. The laboratory work covers quantitative relationships by employing titrimetric and gravimetric techniques. This course is designed for biology, chemistry, and physics majors and others with a secondary school background in chemistry and elementary mathematics. Course credit is not granted for both Chemistry 101 and 111. Three lecture hours and one laboratory afternoon.

Mr. Parker

112 Fundamentals of Chemistry

Study of kinetics and mechanisms of reactions, equilibrium, electrochemistry, and theories of complex formation. Laboratory work includes kinetic studies, qualitative analysis, and the application of various instrumental procedures to quantitative analysis. Course credit is not granted for both Chemistry 102 and 112. *Prerequisite:* Chemistry 111. Three lecture hours and one laboratory afternoon.

Mr. Fortnum

112A Fundamentals of Chemistry

Designed as an honors seminar for the more capable first-year chemistry students. Kinetics equilibrium, electrochemistry, and coordination chemistry are among the topics discussed. Laboratory work includes experiments in kinetics and equilibrium and the application of principles from lecture to a project of several weeks duration. Emphasis is placed on independent work with necessary guidance in both the seminar and the laboratory. *Prerequisites:* Chemistry 101 or 111 and invitation of the Department. Two afternoons.

Mr. Parker

203 Organic Chemistry

Study of the fundamental concepts of the chemistry of carbon compounds with emphasis on methods of preparation, reaction mechanisms, stereochemical control of reactions, and the application of spectroscopy to problems of identification. *Prerequisite:* Chemistry 112 or 112A. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Rowland

204 Organic Chemistry

Study of the various classes of organic compounds, including substitutions in the aromatic nucleus, polycyclic compounds, and natural products such as amino acids, carbohydrates and peptides. *Prerequisite:* Chemistry 203. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Rowland

J 21 Chemical Applications of Spectroscopy

Study of the theories and applications of ultraviolet, infrared, nuclear magnetic resonance, and mass spectroscopy are discussed in relation to the import of these spectroscopic methods in the analysis of chemical systems. The utilization and limitations of each type of spectroscopy are covered. Course work includes lectures, discussions, and laboratory sessions. The lab periods involve the use of spectrometers in the identification of organic compounds. Lecture work is supplemented by films and videotapes. *Prerequisite:* Chemistry 203.

Staff

305 Physical Chemistry

Study of the principles of thermodynamics and kinetic theory as applied to the states of matter, chemical reactions, equilibrium, the phase rule, and electrochemistry using lectures, readings, problems, discussions, and laboratory exercises. The computer is used as a tool for solving problems and for the reduction of experimental data. *Prerequisites:* Chemistry 112 or 112A, Physics 112, mathematics through calculus (usually Math 211). Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

306 Physical Chemistry

Introduction to theories of chemical kinetics, quantum mechanics, and statistical thermodynamics and their applications to chemical systems through the use of problems, lectures, readings, discussions, laboratory investigations, and projects. The computer is used for modeling, simulations, and solving problems. Assignments are made so as to encourage the individual study of specific related physical chemical phenomena. *Prerequisite:* Chemistry 305. Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

317 Instrumental Analysis

Study of chemical analysis by use of modern instruments. Topics include complex equilibria, electroanalytical methods, quantitative spectroscopy, and chromatography. Analytical methods will be studied from both a chemical and an instrumentation point of view. The laboratory will stress quantitative analytical procedures and laboratory preparations. *Prerequisites:* Chemistry 204 and J 21. Three lecture hours and two laboratory afternoons.

Mr. Grzybowski

353 Advanced Organic Chemistry

Study of theoretical, mechanistic, and synthetic concepts in organic chemistry. Particular emphasis is placed on the stereochemical features of organic reactions, molecular orbital theory, pericyclic reactions, and the design of multistep synthesis for complex molecules. Laboratory work involves advanced techniques and syntheses along with extensive use of the chemical literature in researching and designing individual experiments.

Prerequisites: Chemistry 204 and J21. Three lecture hours and two laboratory afternoons.

Mr. Malachowski

373 Advanced Inorganic Chemistry

Study of valence bond, crystal field, and molecular orbital theories; boron chemistry; organometallic compounds; structural, kinetic, and mechanistic studies of coordination compounds. Group theory and symmetry are applied to various systems. *Prerequisite:* Chemistry 305. Three lecture hours.

Mr. Parker

462 Individualized Study Research

An independent investigation in an area of mutual interest to the student and a faculty director. The project normally includes a literature survey and a laboratory study. An oral report to staff and students and a final written thesis are required. A student wishing to enroll in this course should consult with the faculty director and submit a written proposal to the department for approval at least three weeks before the last day of classes of the term preceding the term in which this course is to be taken.

Prerequisites: Permission of the faculty director and approval of the proposal by the chemistry department. Open to junior and senior chemistry majors. Offered in the fall and spring terms.

Staff

Classics

Professor Pavlantos (*Chairperson*)

Assistant Professors C. R. Held and Snively

Overview

The courses offered are designed to acquaint the student with the language, literature, history, and civilization of Greece and Rome. These societies present a microcosm of all human experience. Fulfillment of the human potential in spite of adversities and threats to existence was the ultimate quest then as it is today. Learning how the founders of western civilization dealt with such conflicts as the aspirations of youth and the compromises of middle age, the claims of community and individual rights, the ecstasy of love, and the despair of loss can help us understand our own thoughts and emotions as we confront these age old problems and pressures.

Requirements and Recommendations

The department offers majors in Greek, Latin, and Classical Studies. Required for all majors: Cl. 121, Cl. 122, Cl. 400. Additional requirements:

Latin Major: 7 courses in Latin including Lat. 312, beyond Lat. 102, Latin 251

Greek Major: 7 courses in Greek beyond Gr. 102, Gr. 251

Classical Studies Major: 8 courses. The 202 level in either Latin or Greek must be attained.

In both Greek and Latin language courses, 201, 202 or their equivalent is a prerequisite for all higher language courses.

A minor consists of six courses in the department including two language courses.

Distribution Requirements

Latin 201, 202 and Greek 201, 202 may be used to meet the College's language requirement. Latin 203, 204, 303, 306, 308, 309, 311, 401, Greek 203, 204, 301, 302, 303, 304, 306, and Classics 262, 264, 266 may be used in partial fulfillment of the literature distribution requirement. Classics 121, 122, Latin 251 and Greek 251 may be used toward fulfillment of the College distribution requirement in history, philosophy or religion and may be counted toward a major in history with the consent of that department.

For prospective secondary school teachers the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Latin.

Special Programs

Through a cooperative arrangement under the auspices of the Central Pennsylvania Consortium, Gettysburg, along with the other two member colleges—Dickinson and Franklin and Marshall—share membership in both the American School of Classical Studies in Athens and the Intercollegiate Center for Classical Studies in Rome.

Greek

101, 102 Elementary Greek

An introduction to the alphabet, inflections and syntax of Attic Greek.

Mr. Held

201, 202 Intermediate Greek

Designed to increase the student's skill in reading texts. Selections from Xenophon's *Anabasis*, some writers of the New Testament and other authors are read, with an emphasis on grammar. *Prerequisites*: Greek 101, 102 or its equivalent.

Mr. Held

203 Plato

The *Apology* and *Crito*, with selections from other dialogues are read.

Mr. Held

204 New Testament Greek

An introduction to Koine Greek. Selections from the New Testament are read with attention to their language and content.

Mr. Held

251 Greek History

A survey of Hellenic civilization from the Bronze Age to the Hellenistic period. Extensive readings in the Greek Historians as well as modern scholars (in English) are included. A knowledge of Greek not required. Offered 1984-85.

Ms. Pavlantos

301 Homer

Selections from the *Iliad* and *Odyssey* with examination of syntax and style. Not offered every year.

Ms. Snively

302 Greek Historians

Readings in the text of Herodotus or Thucydides. Not offered every year.

Ms. Pavlantos

303 Greek Comedy

An introduction to Greek drama. Selected comedies of Aristophanes are read with attention to style and metrics. Not offered every year.

Mr. Held

304 Greek Tragedy

Selected plays of Aeschylus, Sophocles, and Euripides. Various plays are also read in English. Oral reports. Offered 1983-84.

Mr. Held

306 Greek Oratory

Study of selected orations of Demosthenes and Lysias. Not offered every year.

Mr. Held

Individualized Study

Staff

Latin

101, 102 Elementary Latin

An introduction to Latin. Designed for those who have had no contact with the language.

Ms. Snively

201, 202 Intermediate Latin

Designed to increase the student's skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. *Prerequisite*: two years of secondary school Latin or Latin 101, 102.

Ms. Snively

203 Roman Prose

Selections from Roman prose writers and intensive review of grammar. *Prerequisite*: three or four years of secondary school Latin or Latin 201, 202.

Ms. Snively

204 Roman Poetry

Extensive reading in Catullus, Ovid, and Horace with a close examination of poetic forms other than epic. *Prerequisite*: three or four years of secondary school Latin or Latin 201, 202.

Ms. Pavlantos

251 Roman History

The history of the Republic. Extensive readings in the Roman Historians as well as modern scholars (in English) are included. Papers required. A knowledge of Latin not required. Offered 1985-86.

Ms. Pavlantos

303 Cicero

Selected essays of Cicero, with supplemental reading from his letters and orations. Supplemental reading in English. Not offered every year.

Staff

306 St. Augustine

Selections from the first nine books of the *Confessions* with attention to the differences between Late Latin and Classical Latin. Not offered every year.

Mr. Held

308 Roman Satire

Selections from Horace, Martial, and Juvenal with attention to the changes in language and style from the Classical to the Post Classical period. Offered 1984-85.

Ms. Pavlantos

309 Roman Historians

Selections from Livy and Tacitus with attention to their peculiarities of language and style. Offered 1983-84.

Ms. Pavlantos

311 Lucretius

Extensive reading in *On the Nature of Things* with attention to Lucretius' metrical forms, science, and philosophy. Not offered every year.

Mr. Held

312 Prose Composition

A course designed to increase the student's ability to translate from English to Latin which includes a thorough grammar review. Not offered every year.

Ms. Pavlantos

401 Vergil

A seminar devoted to the study of Vergil's literary style, poetic genius, and humanity as seen in the *Aeneid*. Open to seniors and qualified juniors. Not offered every year.

Ms. Pavlantos

Individualized Study

Staff

Classical Studies

121 Survey of Greek Civilization

A survey of the politics, history, literature, art, etc. of the Greek polis from its beginning to the conquest of Alexander with emphasis on Greek concepts which influenced western thought. Knowledge of Greek not required.

Ms. Pavlantos

122 Survey of Roman Civilization

A survey of the politics, history, literature, art, etc. of Rome from its founding to the Council of Nicea with emphasis on the authority of the state and development of a system of law and government encompassing the whole Mediterranean. Knowledge of Latin not required.

Ms. Snively

230 Classical Mythology

A survey of classical mythology with attention to the process of myth-making and the development of religion. No knowledge of Greek or Latin required. Offered 1985-86.

Ms. Snively

262-266 Genre Literature

An examination of the genre literature of Greece and Rome in translation. Selected works will be studied through analysis of form, structure, and content. No knowledge of Greek or Latin is necessary.

Staff

262 Ancient Epic

A study of Homer, Apollonius of Rhodes, and Vergil. Offered 1984-85.

Ms. Pavlantos

264 Ancient Tragedy

A study of Aeschylus, Sophocles, Euripides, and Seneca. Offered 1985-86.

Ms. Pavlantos

266 Ancient Comedy

A study of Aristophanes, Menander, Plautus, and Terence. Offered 1986-87.

Ms. Pavlantos

400 Senior Seminar

Content will be determined each year by the senior class in consultation with the staff. Required of all majors.

Staff

Individualized Study

Staff

Computer Studies

Professors Fortnum and Mara
Associate Professors Flesner (*Chairperson*), Kellett,
and Leinbach
Assistant Professor Magness
Adjunct Instructor Wenk

Overview

Computers and their associated technologies create opportunities to develop and apply new approaches to problems for which solutions were heretofore inaccessible. The Computer Studies curriculum is designed to encourage students to develop the practice of clear thinking and logical reasoning needed to take advantage of these opportunities. The emphasis is on algorithmic thinking, which links computers and the humans who use them. An algorithm is an unambiguous procedure for solving a problem. Algorithmic thinking involves not only the development of algorithms, but also a creative and critical approach to problem solving. Typical questions which a student must ask about a working algorithm: How general is it? How clear is it? How efficient is it? How should the data be presented? How is it best implemented? The Computer Studies curriculum provides the student with a means for analyzing these and other questions.

The courses listed below cover those concepts which are at the core of computer science. This core can serve as a base for students who intend to apply the principles of computing to their academic discipline and also for students who wish to become computer scientists. Courses in Computer Studies are taught by faculty members from the Mathematics, Physics, and Chemistry Departments.

Requirements and Recommendations

The following courses are designed to meet the needs of two types of students: those who desire to use the computer in their academic disciplines and those who have an aptitude for and a desire to obtain a rigorous introduction to the discipline of computer science.

Computer Studies 105 is an introductory course which emphasizes problem solving using a computer. This course requires no background in mathematics beyond the high school level and is intended for students who do not plan to take further Computer Studies courses. Computer Studies 211 is the usual first course for a student planning to take additional courses in Computer Studies. Students taking this course are required to have a background in mathematics which includes a college level calculus course. The Data Structures course, Computer Studies 216, is a prerequisite for the remaining courses. It is strongly recommended that any student who intends to take Computer Studies courses other than Computer Studies 105, should take Mathematics 111-112 followed by Computer Studies 211.

In addition, a student intending to do graduate work in computer science is advised to take the following courses in mathematics: Modern Algebra, Discrete Mathematics, Differential Equations, and Numerical Analysis.

The prerequisites listed for courses serve as a guide for the student. A student may take any course with the special permission of the Computer Studies faculty. Credit will not be granted for both Computer Studies 105 and Computer Studies 211.

Facilities

The College maintains a Burroughs 5920 computer with both batch and terminal processing. This large scale computer is used extensively in all upper division Computer Studies courses and provides computing power comparable to that in most large scale installations. Students have access to the ALGOL, BASIC, COBOL, FORTRAN, Pascal, and PL/I languages and to software that includes major packages in graphics, operations research, scientific subroutines, statistics, simulation, and word processing. There are more than 50 terminals available for student use. The Computer Center is open 24 hours a day, seven days a week.

The Computer Studies department maintains a Microcomputer Laboratory which includes 28 Apple II microcomputers, two disk drives for each unit, and four Epson printers. Each station currently supports the BASIC and Pascal languages. The laboratory is open for individual student use for 11 hours a day, seven days a week.

Course Descriptions

105 Problem Solving with Computers

An introduction to problem solving using the computer as an aid, intended for students planning to take only one Computer Studies course. Emphasis is placed on formulation of algorithms using the top-down method of problem analysis. Topics will include flowcharts, control structures, syntax and semantics, structured programming, arrays, and subprograms. The Pascal and BASIC languages will be used in writing programs for microcomputers. Credit will not be granted for both Computer Studies 105 and Computer Studies 211.

Staff

211 Introduction to Algorithms and Programming

An introduction to Computer Science using the ALGOL language. Topics will include algorithm formulation, the structure of algorithms, programming style, elementary numerical methods, arrays, and files. Credit will not be granted for both Computer Studies 105 and Computer Studies 211. *Prerequisite:* Mathematics 112 or Mathematics 118.

Messrs. Flesner and Leinbach

216 Data Structures

An introduction to the major data structures and some of their applications: Topics include linear lists, sets, queues, stacks, linked lists, string processing, trees, graphs, arrays, tables, files, and dynamic memory management. *Prerequisite:* Computer Studies 211.

Messrs. Flesner and Leinbach

311 Design and Analysis of Algorithms

A survey of the basic principles and techniques for the development of good algorithms. Emphasis is placed on individual development of algorithms and an analysis of the results in terms of usefulness, efficiency, and organization. Topics include design techniques, worst case and average case analysis, searching, sorting, branch and bound, spanning trees, reachability, combinatorial methods, and NP-hard problems. *Prerequisites:* Computer Studies 211 and 216.

Mr. Leinbach

322 Computer Organization and Assembly Language Programming

Programming at the machine level with an emphasis on the logical connection of the basic components of the computer and on systems programs. Topics include machine and assembly language, basic computer operations, hardware organization, systems software, and compilers. *Prerequisite:* Computer Studies 216.

Mr. Leinbach

Individualized Study

Pursuit of topics of an advanced nature by well qualified students through individual reading and projects, under the supervision of staff members. *Prerequisite:* Permission of the Computer Studies faculty.

ECONOMICS

Professor W.F. Railing (*Chairperson*)

Associate Professors Fender, Gemmill, Hill and Niiro

Assistant Professors Gondwe and Griffith

Instructor Siegel

Adjunct Professor Townsend

Overview

The Department offers courses in economics and geography. A knowledge of economics has become increasingly important for effective participation in our complex society and is essential for a person to be considered liberally educated. The Department's courses present this knowledge with a focus on problem solving that emphasizes the identification and solution of problems through analysis. Courses stress the critical thinking skills of a liberally educated person: analysis, synthesis, and ability to perceive, create, and choose among alternatives.

Economics is a social science that studies the use of scarce resources to produce and distribute goods and services within society. Economists analyze economic problems such as inflation, unemployment, and economic growth and put forth suggestions for the solution of these problems.

Ten courses are required for a major in economics. In addition to its liberal arts objectives, the Department's curriculum is designed to meet the needs of students who intend to (1) pursue graduate study in economics; (2) enter graduate professional schools in business administration, law, and related areas; or (3) pursue a career in business, non-profit organizations, or government.

Requirements and Recommendations

Minimum requirements for students majoring in economics are: Economics 101-102, Accounting 153, Economics 241, 243, 245, and 333, and three courses chosen from the following: Economics 242, 301, 303, 305, 324, 336, 338, 351, and 352.

Beginning with the class of 1985, majors in economics will be required to demonstrate achievement in Mathematics equivalent to one term of Calculus. This requirement may be satisfied by taking Mathematics 117, which is offered specifically for majors in this Department, Mathematics 111, or Mathematics 108. Exemption by examination is also possible. Students who do not have an adequate background in algebra should take Mathematics 101 before taking a calculus course. Since calculus is one of the prerequisites for the sophomore courses in the Department (Economics 241, 243, and 245), students who are interested in majoring in economics are strongly encouraged to complete this mathematics requirement during their freshman year.

A student who plans to pursue graduate study in economics is encouraged to take Mathematics 117-118 or Mathematics 111-112 and 211, 212, and Economics 242, 351, and 352. Mathematics 357-358 may be taken in place of Economics 241, 242, provided both terms of Mathematics 357-358 are completed.

It should, however, be noted that a student may not receive credit for two courses covering introductory statistics, such as Economics 241, Mathematics 107, and Sociology 303. All majors in the Department are required to take Economics 241. If a student has taken Mathematics 107 or Sociology 303 before becoming an economics major, he or she will be required to take Economics 242. The Department feels that all its majors should be exposed to at least one statistics course stressing applications to economics. Of course, the option does exist of taking Economics 241, but this will result in the loss of credit for Mathematics 107 or Sociology 303.

The computer has become an important tool in economics. For this reason, the Department strongly recommends that its majors take, in accordance with their respective interests, a course or courses dealing with the use of the computer from among the following: Computer Studies 105 or Computer Studies 211, Business 377, 378.

During the first two years of residence, all students who intend to major in economics should complete Accounting 153 and Economics 101-102, 241, 243, and 245.

Students who develop an interest in economics after entering the College will, however, find it possible to major in the Department as late as the close of the sophomore year or the beginning of the junior year without having followed the above program, if they have completed Economics 101-102 and a substantial number of the College distribution requirements. Economics 101-102 is a prerequisite for all courses offered by the Department except Geography 310. Upon application by a student, the prerequisites for a course may be waived by the instructor.

In order to qualify for Departmental Honors in economics, a student must (1) satisfactorily complete Economics 400 during the senior year, and (2) have earned an acceptable overall and Department grade point average.

Distribution Requirements

A student may satisfy the College distribution requirement in social sciences by successfully completing Economics 101-102.

Special Programs

The Department offers an Economics Internship (Economics J-96) during the January Term for well-qualified senior majors. The internship involves an education-employment experience with a governmental or private business organization. The intern may be required to spend January outside the Gettysburg area. One course credit is given for successful completion of the internship.

Students majoring in economics are encouraged to participate in The Washington Economic Policy Semester at The American University. Those persons interested should see page 47 and contact Dr. Railing at the beginning of the spring term of their sophomore year, or earlier, to learn more about the Semester and to make application for it.

The Departmental brochure, entitled *HANDBOOK FOR MAJORS*, contains additional information regarding the policies and practices of this Department. All majors and potential majors are urged to obtain a copy of this booklet.

101-102 Principles of Economics

Gives students a general understanding of economic systems and economic analysis, with emphasis on the operation of the American economic system. Topics covered in the first term include National income, employment, inflation, monetary and fiscal policies, economic growth and development. In the second term, topics covered include the price system, consumer theory, production theory, theory of firm, income distribution, welfare economics, and international economics.

Ms. Fender, Messrs. Gemmill, Gondwe, Griffith, Niiro, W. F. Railing, Siegel, and Townsend

241 Introductory Economic and Business Statistics

The nomenclature of descriptive statistics, probabilities using the normal, binomial, Poisson distributions, the Tchebycheff inequality, Chi-square, sampling, hypothesis testing, linear regression and correlation. *Prerequisites:* Economics 101-102, and one of the following: Mathematics 117, 108, 111, or the equivalent. Please note that a student may not receive credit for both this course and Mathematics 107 or Sociology 303.

Messrs. Hill and Niiro

242 Intermediate Economic and Business Statistics

Advanced Statistical Theory applicable to economics and business problems. Topics included are non-linear regression and correlation and the use of transformations; multivariate techniques and analysis; Chi-square applications; variance analysis; index numbers and their use; and time series. *Prerequisite:* Economics 241.

Mr. Hill

243 Intermediate Macroeconomic Theory

Further study of classical, neoclassical, Keynesian and post-Keynesian economics focusing on, along with national income accounting, the various theories and policies which deal with the generation and maintenance of full employment and a stable price level. The causes and cures of unemployment and inflation are also analyzed. Offered during fall and spring terms.

Prerequisites: Economics 101-102, and one of the following: Mathematics 117, 108, 111, or the equivalent.

Messrs. Gondwe and W. F. Railing

245 Intermediate Microeconomic Theory

Uses the methodological tools of economics to examine consumer and producer behavior and economic behavior under different input and output market structures, and to analyze the implications of such behavior for general equilibrium and economic welfare. *Prerequisites:*

Economics 101-102, and one of the following:

Mathematics 117, 108, 111, or the equivalent.

Ms. Fender, Messrs. Griffith, Hill, and Siegel

301 Labor Economics

Theoretical and empirical study of the functioning of labor markets with emphasis on wage and employment determination. Topics include impacts of legislation, unions, education, and imperfect markets; time allocation, economics of fertility, wage differences, and discrimination; labor relations, collective bargaining, and the Phillips curve. *Prerequisite:* Economics 101-102.

Recommended: Economics 245.

Mr. Siegel

303 Money and Banking

An examination of the role of money, credit, and financial institutions in the determination of price and income levels. Coverage includes the commercial banking system, the Federal Reserve System, monetary theory, and the art of monetary policy. Emphasis is placed upon evaluation of current theory and practice in the American economy.

Prerequisite: Economics 101-102.

Mr. Gemmill

305 Public Finance

Concerned with the principles, techniques, and effects of government obtaining and spending funds and managing government debt. Nature, growth, and amount of expenditures of all levels of government in the United States are considered, along with the numerous types of taxes employed by the various levels of government to finance their activities. Government debt is also considered. *Prerequisite:* Economics 101-102.

Mr. W. F. Railing

324 Comparative Economic Systems

Concerned with a comparative analysis of free enterprise economies, centrally planned economies, and mixed economies. Primary attention is given to the economic aspects and institutions of these economic systems, but the political, philosophical, and historical aspects are also considered. *Prerequisite:* Economics 101-102.

Mr. W. F. Railing

333 History of Economic Thought and Analysis

A study of the development of economic ideas and policies in relation to major forms of social, political, and economic problems. Emphasis is placed on major contributions to economic thought from Plato to Keynes.

Prerequisite: Economics 101-102. *Recommended:*

Economics 243, 245.

Mr. Gondwe

336 International Economics

Covers comparative advantage, commercial policy, economic integration, balance of payments, exchange rates and international monetary systems. *Prerequisite:* Economics 101-102.

Mr. Griffith

338 Economic Development

An examination of the economic and non-economic factors accounting for the economic growth and development of less developed areas of the world. Various theories of economic and social growth and development will be analyzed, and major policy issues will be discussed. *Prerequisite:* Economics 101-102.

Mr. Gondwe

351 Application of Mathematics to Economics and Business

An introduction to the application of calculus and matrix algebra in economics and business. Numerous illustrations of mathematically formulated economic models are used to integrate mathematical methods with economic and business analysis. *Prerequisites:* Economics 243, 245, and Mathematics 117-118 or Mathematics 111-112 and 211-212.

Mr. Niiro

352 Introduction to Econometrics

An introduction to the application of mathematical economic theory and statistical procedures to economic data. Coverage includes the development of appropriate techniques for measuring economic relationships specified by economic models and testing of economic theorems. *Prerequisites:* Economics 243, 245, Mathematics 117-118 or Mathematics 111-112 and 211-212, and Economics 242, or Mathematics 358.

Mr. Niiro

400 Senior Seminar

Involves study of research methodology and application of economic theory to contemporary problems in both economics and business. Students prepare and discuss research papers on topics in economics or business. Seniors must take this course to qualify for Departmental Honors.

Ms. Fender

Individualized Study

Topics of an advanced nature pursued by well qualified students through individual reading and research, under the supervision of a member of the Department's faculty. A student wishing to pursue independent study must present a proposal at least one month before the end of the term preceding the term in which the independent study is to be undertaken. *Prerequisites:* Permission of the supervising faculty member and the Department Chairperson. Offered during the fall and spring terms.

Staff

Geography**310 Cultural, Social, and Physical Geography**

A regional approach in the study of the various elements that make up the atmosphere, the hydrosphere, and the lithosphere and how the forces of the interrelationships develop the physical environment in first half of course and in the second half a systematic regional study of the superimposed cultural, social, and economic developments and how they evolved in response to the limitations imposed by the existence of varied environments. This course is designed to satisfy the geography requirements for students whose objective is teaching in the public schools.

Mr. Hill

J-10 Geography of North America

A regionalism study of North America with emphasis on physiographic structure of the continent, the climatic regions, the soils, the minerals, the fauna, the flora, and the socio-economic implications. As possible project assignments, students could study the Great Valley of California, the Peace River District, Early Indian Culture of the Mesa Verde, the Athabaska Tar Sands, Agriculture in the State of Washington, and the Big Thompson Project. This course is designed to satisfy the geography requirements for students whose objective is teaching in the public schools. *Prerequisites:* History 131, 132 or Economics 101-102.

Mr. Hill

Individualized Study

(See description following Economics 400)

Education

Associate Professors J. T. Held, Packard (*Chairperson*), and J. Slaybaugh
Adjunct Instructors Hair and King

The purposes of the teacher education programs are to give the student a thorough background in educational philosophy and theoretical concepts of instruction, and to provide an opportunity for student teaching.

The Education Department works cooperatively with all other departments in the preparation of teachers in secondary education, elementary education, music education, and health and physical education. Students interested in pursuing one of these programs will need to study carefully the teacher education programs on pages 39 to 44.

201 Educational Psychology

Extensive investigation of the development of the individual and the development of psychological principles of learning. Pupil Evaluation, and the statistics necessary for analyzing test data are introduced. Repeated in the spring term. Psychology 101 recommended as background.

Staff

209 Social Foundations of Education

A study of the professional aspects of teaching, the relation of schools to society, the organization of state and local school systems, the impact of the national programs on education, including Supreme Court decisions. Secondary programs and serving as a student aide in public school classrooms are studied. Sophomore course for all secondary and music education students. Repeated in the spring term.

Staff

303 Educational Purposes, Methods, and Educational Media: Secondary

The function of schools in a democracy. Emphasis is placed on methods and techniques of the teaching-learning process and classroom management in secondary schools. The underlying principles and techniques involved in the use of teaching materials and sensory aids. Includes a unit on reading. *Prerequisites:* Education 201 and 209. Repeated in the spring term.

Mr. J. T. Held

304 Techniques of Teaching and Curriculum of Secondary Subject

Secondary subjects including biology, chemistry, physics, English, French, Spanish, German, Latin, mathematics, health and physical education, and social studies. This course is taught by a staff member of each department having students in the Education Term. Included is a study of the methods and materials applicable to the teaching of each subject and the appropriate curricular organization. *Prerequisite:* Consent of the major department. Repeated in the fall term.

306 Educational Purposes, Methods, and Instructional Media in Social Studies, Art, and Music

Applying principles of learning and human development to teaching social studies in the elementary school. Included is the correlation of art and music with the teaching of the social sciences. A field-based program with a 30-hour elementary classroom experience and weekly seminars. *Prerequisite:* Education 201.

Staff

331 Foundations of Reading Instruction and the Language Arts

An introduction to the theory and problems in reading instruction and language arts. Current trends relating to recognition of these problems and appropriate instructional aids are studied. *Prerequisite:* Education 201.

Mr. Slaybaugh and Ms. Williams

334 Corrective Reading

A study of the analysis and correction of reading disabilities in the elementary school. Survey of tests and materials including children's literature as an incentive to greater interest in reading are included along with a reading internship in the public schools under the guidance of a reading teacher. Diagnosis and remedial tutoring of elementary school pupils who are having reading problems is provided. Elementary education students enroll for this course during the Education Term. *Prerequisite:* Education 331.

Mr. Slaybaugh and Ms. King

370 Elementary School Science: Purposes, Methods, and Instructional Media

Scientific principles for mastery by the elementary pupil in connection with appropriate experimental procedures; lecture, demonstration classes, instructional media, and field experiences designed to give the prospective teacher a thorough background in elementary school science. *Prerequisite:* Education 201. Offered also in the January Term as Ed. J 37.

Mr. Slaybaugh

411 Internship in Teaching Composition

A teaching internship in a section of English 101. Under the supervision of the instructor in that section, the intern will attend classes, prepare and teach selected classes, counsel students on their written work, and give students' papers a first reading and a preliminary evaluation. All interns will meet regularly with members of the English Department to discuss methods of teaching composition and to analyze the classroom experience. Required of all majors in English planning to enroll in the Secondary Education Program. Students should register for Education 411 in the fall or spring term prior to their Education Term.

English Department Staff

475 Student Teaching—Elementary

Student observation, participation, and teaching in the elementary grades under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. For nine weeks the student will spend the full day in the elementary classroom. This course carries two course credits. *Prerequisites:* Education 201, 209, 331, 370 (J 37) and Mathematics 180 (J 18). Repeated in the spring term.

Staff

477 Student Teaching—Secondary

Student observation, participation, and teaching on the secondary school level under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. A minimum of 90 hours of responsible classroom teaching is recommended. This course carries two course credits. *Prerequisites:* Education 201, 209, and 303. Repeated in the spring term.

Mr. J. T. Held

Basic Concepts of Elementary Mathematics, Mathematics 180, (J18) is listed under the Mathematics Department.

English

Professors E. Baskerville, Clarke, Lindeman, Pickering, Schmidt, and Stewart (*Chairperson*)
 Associate Professors Fredrickson, Locher, and Myers
 Assistant Professors Garnett, Goldberg, Hertzbach, Rubel, and Weissman
 Instructor Hair
 Adjunct Assistant Professor M. Baskerville
 Adjunct Instructors Hartzell, Johnston, Langa, and Showalter

Overview

The courses offered by the Department are designed to train students to express their thoughts clearly and effectively through spoken and written language and to understand, interpret, and assimilate the thoughts and experiences of the great writers of English and American literature. English is excellent preparation for careers in business, teaching, law, publishing, journalism, and government service and for graduate study leading to advanced degrees in English, theatre, the ministry, and library science.

The Department offers a major with a concentration in English and American literature and a major with a concentration in theatre arts and drama. The Department also offers a minor program in each concentration.

The Department believes that a well-balanced program for a major in English and American literature should include (1) knowledge of the literary history of England and America; (2) training in the application of the techniques of literary analysis and the different critical approaches to literature; (3) knowledge of the characteristics and development of the major literary forms or genres; (4) study in depth of the work of one author of significance; (5) some knowledge of the history of the English language and of English as a system.

Requirements and Recommendations

The Major in Literature The requirements for the major in literature are twelve courses in English and American language and literature in addition to the first term of Literary Foundations of Western Culture (IDS 103). All majors in literature are required to take English 151, 152, 153 and IDS 103. In addition, to obtain the desired distribution of courses, majors must elect the specified number of courses from each of the following categories:

- I. English Language (1 course): English 208, 209
- II. English Literary History (2 courses from Group A; 2 courses from Group B):
 A. English 331, 334, 337, 338
 B. English 341, 342, 345, 346
- III. American Literary History (1 course): English 318, 319, 320

- IV. Major Authors (1 course): English 362, 365, 366, or any seminar devoted to a British or American author considered by the Department to be of major importance. January Term courses devoted to major authors may not be used to fulfill this requirement.
- V. Electives (2 courses): English 218, 219, 225, 323, 324, 328, 329, 351, 352

English 101, 110, 201, 203, 205, 206, 305, and courses in speech may not be used to fulfill the Department's major requirements. Courses in theatre arts count only toward the English major with a concentration in theatre arts and drama.

The Minor in Literature The requirements for the minor in literature are six courses. All minors must include English 151, 152, and at least three courses on the three hundred level. Writing courses, with the exception of English 101, and January Term courses which count toward the major may be used to fulfill the Department's minor requirements.

The Major in Theatre Arts and Drama In addition to English 151, 152, and IDS 103, majors with a concentration in theatre arts are required to take Theatre Arts 301 and either 203 or 204. They must also elect the specified number of courses from each of the following categories:

- I. Theatre Arts (2 courses): Theatre Arts 203, 204, 208, 310, 314
- II. Drama (3 courses): English 225, 328, 329, 365, 366
- III. Electives (3 courses): Any of the theatre arts and drama courses listed above and/or any of the following:
 Theatre Arts 252, J 3, J 95; Speech 220, 303; a course in dance.

The Minor in Theatre Arts and Drama The requirements for the minor in theatre arts and drama are six courses: Theatre Arts 301; Theatre Arts 203 or 204; one course in drama (English 225, 328, 329, 365, 366); one studio course (Theatre Arts 208, 310, 314); two courses in theatre arts and/or drama (Theatre Arts 203 or 204, 208, 310, 314, 252, J 3, J 95; English 225, 328, 329, 365, 366)

Elementary and Secondary Education The major for students enrolled in the elementary education program will consist of ten courses, including English 151, 152, in addition to the first term of Literary Foundations of Western Culture (IDS 103). Working with the chairperson of the English Department, each elementary education student will design a major program, following as closely as possible the Department's distribution requirement. Students planning to teach English in the secondary schools are required to take English 208 and either 365 or 366. Speech 101 is recommended. The Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary English, Education 411, Internship in Teaching Composition.

History 131, 132, 203, 204 and Philosophy 203, 204, 211, 220 are highly recommended for majors. Students planning to do graduate work in English should develop proficiency in Latin, French, or German.

English majors may take January Term internships in a variety of fields, such as journalism, law, public relations, publishing, radio and television. Students who wish to apply for internships should secure from their advisers a statement of the Department's policy regarding application deadline, form of proposal, requirements, and grading.

Distribution Requirements

All courses offered by the Department, except English 101, 201, 203, 205, 206, 208, 209, 305 and courses in speech and theatre arts, may be used to fulfill the College distribution requirement in literature. Theatre Arts 203, 204, 252, J 95 and English 205, 206 may be used to fulfill the College distribution requirement in art, music, creative writing, or theatre arts.

Senior Honors Program

English majors who have shown special promise in English will be invited to complete a thesis and seminar sequence during their senior year. Students taking the program will write a thesis during the fall term under the direction of a member of the Department. During the spring term they will participate in an Honors Seminar under the direction of the Program Director. Only students selected for and successfully completing the program will receive Honors in English. For details of the Program, consult the brochure available in the English Department.

101 English Composition

Aims to develop the students' ability to express themselves in clear, accurate, and thoughtful English prose. Not limited to freshmen. Repeated spring term.

Staff

110 The Interpretation of Literature

An intensive study of the dominant literary types: short story, novel, poem, and drama. The course attempts to stimulate a valid appreciation and judgment of literature through precise critical analysis of selected works truly representative of major literary forms. Fulfills distribution requirement in literature. Open only to freshmen and a limited number of sophomores. Offered fall and spring terms.

Staff

151, 152 Survey of English Literature

A historical survey of English literature from *Beowulf* to Joyce and Yeats in the twentieth century, with some attention to the social, political, and intellectual background. Selected works will be analyzed in class to familiarize students with the techniques of analysis, and students will write several short critical papers each term.

Staff

153 Survey of American Literature

A chronological study of American writing from colonial days to Emily Dickinson. Primary emphasis falls on the Puritans and the American Romantics. Repeated spring term.

Staff

154 Modern American Literature

A survey of American literature from Robinson and James to the present. Major figures will include Frost, Eliot, Williams, Stevens, Dreiser, Fitzgerald, Hemingway, Faulkner and selected contemporary writers.

Staff

201 Advanced Expository Writing

An intensive course in advanced rhetorical techniques, with particular emphasis upon analysis of evidence, selection of appropriate style, and importance of revision.

Ms. Hertzbach and Mr. Pickering

203 Journalism

A general introduction to journalism. Students can expect to spend their time practicing the techniques of writing news copy, feature, sport, and editorial articles; composing headlines; doing make-up; and working at copy reading and rewrite.

Mr. Baskerville

205, 206 The Writing of Fiction, Poetry, and Drama

A workshop in the writing of short stories, verse, and plays, with an analysis of models. Either course may be used to fulfill the distribution requirement in art, music, creative writing, or theatre arts. *Prerequisite:* Permission of the instructor.

Mr. Clarke

208 Introduction to Linguistics

Studies the three best-known analyses of English grammar: traditional, structural, and generative. The theories of grammar and the varying attitudes toward language make students aware that language in itself is an appropriate object of study.

Ms. Hartzell

209 History of the English Language

Provides a historical understanding of the vocabulary, forms, and sounds of the language from the Anglo-Saxon or Old English period to the twentieth century.

Mr. Baskerville

218, 219 The English Novel

A study of the form and content of the English novel as the genre developed in the eighteenth and nineteenth centuries. English 218 concentrates upon the eighteenth century and focuses on novels by Richardson, Fielding, Smollett, Sterne, and Austen. Offered 1984-85. English 219 is devoted to the nineteenth century and includes novels by Scott, Dickens, Eliot, Hardy, and others. Offered 1985-86.

Mr. Pickering

225 The Drama of Shakespeare's Contemporaries

A study, after some attention to the beginnings of drama in the Middle Ages, of some of Shakespeare's contemporaries, including Kyd, Marlowe, Jonson, Tourneur, and Webster, among others, to assess their importance in the development of English drama.

Ms. Hertzbach

226 Introduction to Shakespeare

A course that endeavors to communicate an awareness of Shakespeare's evolution as a dramatist and of his importance in the development of Western literature and thought. Designed for students not majoring in English.

Mr. Myers

231 to 260 Studies in Literature

An intensive study of a single writer, group, movement, theme, or period. May be counted toward the major. Fulfills distribution requirement in literature. Open to freshmen.

Staff

305 The Writing of Poetry and Short Fiction: Advanced

A course open to students who have demonstrated that their skills in the writing of poetry and fiction might be further developed. The goal of each student will be the composition of a group of poems or short stories.

Prerequisite: English 205, 206.

Mr. Clarke

318 American Prose of the Colonial and Romantic Periods

A study of the fiction, essays, journals and autobiography written by major American writers from the early days to 1860. Although Puritan and 18th Century prose will be covered, emphasis will be on the masterworks of the American Romantics: Cooper, Poe, Emerson, Thoreau, Hawthorne, and Melville.

Messrs. Fredrickson and Locher

319 American Realism

A study which concentrates on fiction by major American writers between 1860 and the early Twentieth century. Twain, Howells, James, and Crane will receive major emphasis.

Messrs. Fredrickson and Locher

320 American Poetry

A study of the development of American Poetry from Anne Bradstreet to William Carlos Williams. Emphasis will be placed on Emerson, Poe, Whitman, and Dickinson.

Messrs. Fredrickson and Locher

323, 324 Twentieth Century Fiction

A study of the form and content of a representative selection of English and American novels and, occasionally, short stories written between 1900 and the present. Some consideration will be given to the social and intellectual context. English 323 devoted to the fiction of 1900 to 1940 examines works by Conrad, Joyce, Woolf, Lawrence, Hemingway, Faulkner, and others. English 324 is devoted to fiction from 1940 to the present, and includes Updike, Nabokov, Bellow, Pynchon, Cary, Fowles, and others.

Messrs. Garnett and Fredrickson

328, 329 Twentieth Century Drama

A study of major dramatists from Ibsen to the present and of dramatic movements such as realism, naturalism, expressionism, as well as Theatre of the Absurd. The first term includes Ibsen, Strindberg, Chekhov, O'Neill, and others; the second term begins after World War II and includes Williams, Miller, Osborne, Pinter, Beckett, Ionesco, Genet, and others. Alternate years. Offered 1984-85.

Mr. Schmidt

331 Mediaeval Literature

Sketches the development of Western literature from the Patristic Age through the Carolingian revival and then concentrates on selected topics and themes explored in the literature of the High Middle Ages. Anglo-Saxon poetry, Arthurian romance, the Tristan and Isolde story, the Grail legend, and Malory represent materials always dealt with.

Mr. Baskerville

334 Renaissance Literature

Selected works of More, Machiavelli, and Castiglione providing a background in basic Renaissance ideas as a prelude to a careful study of works by Marlowe, Sidney, Shakespeare, and Spenser.

Mr. Baskerville

337, 338 The Seventeenth Century

A study of the poetry, prose, drama, and thought of the period extending from the last years of Elizabeth through the early years of the Restoration. The fall term will take up selected poets, with emphasis on Donne and Jonson, as well as several prose writers, with emphasis on Bacon and the "new science." The spring term will begin with poems by Waller, Marvell, Cowley, and Vaughan and then proceed to the works of Milton, with emphasis on his development as a poet and his relation to his age. The spring term will conclude with the reading of selected Restoration plays.

Mr. Lindeman and Ms. Hertzbach

341, 342 Literature of the Restoration and Eighteenth Century

A critical analysis of the prose, poetry, and selected drama written between 1660 and 1798 with attention to the political, social, and intellectual background. English 341, devoted to the literature from 1660-1740, concentrates upon the work of Dryden, Swift, and Pope. English 342, devoted to the literature from 1740 to 1798, concentrates upon the work of the mid-century poets, Johnson, and Boswell.

Ms. Stewart

345, 346 The Nineteenth Century

A critical analysis of poetry and prose with some attention to the historical and intellectual background. English 345 is devoted to the literature from 1780 to 1830 and focuses on the work of the major Romantic poets: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. English 346 is devoted to the literature from 1830 to 1900 and focuses on the works of Carlyle, Tennyson, Browning, Arnold, Newman, Rossetti, Pater, and on selected fiction.

Mr. Goldberg and Ms. Weissman

351, 352 Twentieth Century Poetry

A study of selected British and American poets of the modern period, with attention given to the explication of individual poems, as well as to the style and method of each poet and to the ways in which each responds to the problems and themes of his or her cultural milieu. The fall term is devoted to major figures who flourished prior to 1939, with emphasis on E. A. Robinson, Robert Frost, Wallace Stevens, Thomas Hardy, Gerard Manley Hopkins, Ezra Pound, W. B. Yeats, T. S. Eliot, and Dylan Thomas. The spring term deals with poets whose reputations have developed since 1939, with emphasis on Richard Wilbur, Theodore Roethke, Robert Bly, and Sylvia Plath.

Messrs. Lindeman and Clarke

362 Chaucer

Examination of a selection of Chaucer's minor poems and of five of his major poems (including "Troilus and Criseyde" and "Canterbury Tales") as the means of assessing the poet's response to literary influences and of tracing the development of his original genius.

Mr. Pickering

365, 366 Shakespeare

A course that seeks to communicate an understanding both of Shakespeare's relation to the received traditions of his time and of his achievement as one of the most important figures in Western literature. Language, characterization, and structure in each of the numerous plays will be carefully analyzed. The fall term will focus upon the early plays through *Hamlet* and *Troilus and Cressida*, the spring term upon the later plays.

Mr. Myers

420 Honors Seminar

An intensive study of an announced topic under the guidance of the Director of the Senior English Honors Program. *Prerequisite:* Successful completion of an Honors Thesis. Offered in the spring term.

Staff

464 Honor Thesis

An individualized study project involving the research of a topic and the preparation of a major paper under the direction of a member of the Department. This research and writing will be done during the fall term of the senior year. *Prerequisite:* By invitation of the Department only.

Staff

Individualized Study

An individual tutorial, research project, or internship under the supervision of a member of the staff. A student must submit a written proposal to the Department well in advance of registration. *Prerequisites:* Approval of the Department and of the directing faculty member. Offered each term.

Theatre Arts

The major in English with a concentration in Theatre Arts and Drama is described on page 85.

Theatre Arts 203, 204 and 252 may be used to fulfill the distribution requirement in art, music, creative writing, or theatre arts.

203, 204 History of the Theatre

A survey of the theatre from the primitive to the present. Emphasis is placed on the relevance of theatre design, production techniques, and acting styles to the plays of their periods, and the relationship between society and the theatre it nurtured. The first term covers Greek, Roman, Medieval, Elizabethan, and Oriental; the second term is devoted to the Italian Renaissance, French, Neoclassical, the Restoration, and the Eighteenth, Nineteenth, and Twentieth centuries. Alternate years. Offered 1985-86.

Mr. Schmidt

208 Fundamentals of Acting

The study of the theory and technique of the art of acting; voice technique for the stage; the use of pantomime, including the study of gesture and movement. Emphasis will be placed on the discipline and control of the body and the voice to best serve the actor. Improvisation will be employed. In addition, students will be expected to perform in scenes for class analysis. Alternate years. Offered 1984-85.

Mr. Schmidt

252 Studies in Film Aesthetics

A study of historically significant films, film theory and criticism, intended to develop an appreciation for film as an art form. Students will keep a journal of critical responses to films, write short critical papers, and will become familiar with writing that has been done about films. Alternate years. Offered 1985-86.

Mr. Fredrickson

301 Play Production

The study of the theatre from book to curtain. All major phases of theatre are analyzed: directing, set design, lighting, makeup, costuming, and management. Students will present a director's study of a one-act play and direct the work for public presentation. The actual construction and painting of the scenery is an integral part of the course. Alternate years. Offered 1984-85.

Mr. Schmidt

310 Directing

The study of the theory and the technique of the art of the director: how a play is selected; play analysis, tryouts and casting; the purpose and technique of blocking, movement and stage business; the director as scenic artist; various methods of staging. Students are required to direct a number of scenes in class and to stage two scenes and a one-act play for public presentation. *Prerequisite:* Theatre Arts 301 and/or permission of the instructor. Alternate years. Offered 1985-86.

Mr. Schmidt

314 Advanced Acting

Further study in the theory and technique of the art of the actor: the analysis and interpretation of a role and the building of a characterization. Roles, both comic and tragic, from Contemporary, Restoration, Elizabethan, Commedia dell'Arte, and Greek theatre will be analyzed and performed. *Prerequisite:* Theatre Arts 208 and/or permission of the instructor. Alternate years. Offered 1985-86.

Mr. Schmidt

Individualized Study

A production of a major work, a tutorial, or an internship under the supervision of a member of the staff. A student must submit a written proposal to the Department well in advance of registration. *Prerequisites:* Approval of the Department and of the directing faculty member. Offered each term.

Speech

101 Public Address

A study of the basic principles of public address. Emphasis is placed on developing both a theoretical and practical understanding of oral communication, through lecture and reading assignments, as well as through practice in preparing, organizing, delivering, and criticizing speeches in class. Repeated spring term.

Mr. Hair

201 Advanced Public Address

An analysis of public address as an art form and as an important civilizing force in Western society. Students will have the opportunity to apply concepts and strategies they have learned in Speech 101. *Prerequisite:* Speech 101.

Mr. Hair

220 Mass Communication

A survey of the rhetorical foundations of American mass media, examining the psychological, sociological, legal, political, and economic aspects of contemporary mass communication.

Mr. Hair

302 Argumentation and Discussion

An introduction to the theories and practice of argumentation and discussion. The course is designed to help students develop their proficiency in the use of elementary debating techniques and strategies; to teach them how to discover, select, and evaluate evidence and use it in constructing oral arguments; and to enable them to increase their skills in critical thinking and writing by logically analyzing an important contemporary issue.

Mr. Hair

303 Oral Interpretation of Literature

A performance course, stressing the art of oral interpretation, for students interested in improving their oral reading skills. Students will select, analyze, and present poetry, prose, drama, and children's literature.

Mr. Hair

304 Classical Rhetoric

An introduction to the history and various theories of human communication. Students will read and analyze selected classical works of rhetoric. The aim of the course is to discover the significant questions raised by rhetoricians about society and to enable students to ask and answer intelligent questions about their own society.

Mr. Hair

French

Associate Professors Lenski and Michelman
(*Chairperson*)

Assistant Professors Beach-Viti, Gregorio,

A. Tannenbaum, and Viti

Adjunct Instructors Mellerski and Heininge

Teaching Assistant Hayoun

Overview

Foreign language study not only teaches students much about their native tongue, but also introduces them to another people's language, literature and customs. This awareness of cultural and linguistic relativity is one of the hallmarks of a liberal education.

Introductory French courses develop students' skill in spoken and written French and acquaint them with the literature and culture of the French-speaking world. Language laboratory work is mandatory for all beginning students. With emphasis on oral/aural proficiency, it complements classroom instruction in the language.

Advanced language instruction allows the student to reach the higher level of mastery in French required in more specialized study and usage. In the more advanced literature and civilization courses, students study French writing and culture in greater depth, thereby gaining considerable knowledge of and insight into France's past and present achievements in all fields of endeavor. Majors (and, indeed, non-majors as well) are moreover encouraged to study abroad as an inestimable enhancement to their understanding of the country, its people, and its language.

Students specializing in French will find that their major studies, in addition to their humanistic value, afford sound preparation for graduate study and for careers in teaching or interpreting. A knowledge of French will also be invaluable to them in the fields of international business and government as well as social work.

Requirements and Recommendations

Requirements for a major in French include French 301, 302, and seven additional courses above the 302 level. Majors must include French 305 and 306 in their major program. Individualized study may be taken only once as part of the minimum requirements for the major. These requirements may be waived in special cases at the discretion of the Department. Majors are encouraged to study in a French-speaking country, although this is not a Departmental requirement. All majors must take at least one course within the Department during their senior year.

Some courses for majors are offered in January. However, majors in French may count only one such January Term course toward the major requirements.

Requirements for a minor in French involve a total of six courses. For students who begin in the 101-102, 103-104, or 201-202 sequences, 202 will count toward the minor. In addition, students must choose one course from among 205, 206, and 245; they must take 301-302 and two additional courses, of their choice, above 302. Students who begin above the 202 level, may count one course from among 205, 206, and 245, must take 301-302, and three additional courses above 302. As with the major, one January Term course and courses taken abroad may be counted toward a minor.

The prerequisite for entry into all courses above the 200 level, with the exception of French 400, is French 202 or its equivalent.

Prior to their first registration at the College, all students receive preregistration materials which give detailed instructions on language placement and fulfilling the distribution requirement in foreign languages. The following courses may be counted toward the distribution requirement in literature: French 205, 206, 305, 306, 320, 321, 322, 324, 325, 327, 328, 331. Some courses to be used toward this requirement are offered in January.

The distribution requirement in foreign languages may be fulfilled by successful completion in French of 201-202, 205, 206 or a course at the 300-level or above. Students who have successfully completed French 201 may substitute a Departmentally approved January Term course in France for French 202. Achievement equivalent to 201-202 may be demonstrated by an Advanced Placement Examination or a Departmental Qualifying Examination given during the initial week of fall term. French 205 or 206 satisfy the foreign language requirement and at the same time count toward the literature requirement. The courses, which are complete as individual units, emphasize intensive reading of complete works in literature for comprehension and analysis of style. Students who choose this alternative should have adequate preparation in reading of significant amount of prose of various literary periods. A student who shows unusual proficiency in 201 may, with the consent of the Department Chairperson, take 206 and thereby fulfill the language requirement and half the literature requirement.

French 310 fulfills distribution requirements in history, philosophy, or religion.

French 331 fulfills the distribution requirement in Non-Western culture.

Special Facilities

Language Laboratory in Musselman Library/Learning Resources Center.

Special Programs

January Term in France

During the month of January, the Department offers a course in France which provides for total immersion in the culture and the language. Students enroll in regular classes taught in French by native speakers, take excursions of cultural interest, and live with French families. French 201 or its equivalent is a prerequisite for the course which may be substituted for French 202. It may also fulfill a major or minor requirement with the consent of the Department Chairperson.

See also *Study Abroad*

La Maison Francaise (The French House)

Students may elect to live in this separate residential unit staffed by a native-speaking Assistant. French is the principal language spoken in the house and residents help plan and participate actively in various French cultural activities on campus (see *Other Activities* below).

Other Activities

The Department and La Maison Francaise sponsor various activities and organizations such as the weekly French Table in the Dining Hall, the Cercle Francais (French Club), French films, and lectures.

101-102 Elementary French

Elements of speaking, reading and writing French. Language laboratory usage is required. Enrollment limited to those who have not studied French previously. A student may not receive credit for both 101 and 103 or for both 102 and 104.

103-104 Fundamental French

Fundamentals of speaking, reading, and writing French. Language laboratory usage is required. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination. A student may not receive credit for both 101 and 103 or for both 102 and 104.

201-202 Intermediate French

Grammar review and practice in oral French are emphasized in the Fall Term with stress on reading and written expression in the Spring. Contact with French culture is maintained throughout. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

205, 206 Readings in French Literature

Two objectives of skill in reading French prose for comprehension and reading a significant amount of French literature of literary and cultural merit. Conducted in French, these courses differ from French 201, 202 in that they emphasize reading for comprehension of content. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

245 French Conversation

A conversation course beyond the intermediate level with emphasis on everyday, applied usage of the language for nonliterary purposes. *Prerequisite:* fulfillment of the language requirement. Limited enrollment of twelve students. Does not count toward the major. Does not fulfill language requirement. To be offered annually, fall term.

301, 302 French Structure, Composition, and Conversation

Review of grammar and syntax at an advanced level; exercises in directed and free composition; group discussion and presentation of individual oral work.

303 Phonetics and Diction

Study of modern phonetic theory; practice in transcription, pronunciation, and diction. Laboratory course. Alternate years. Offered 1984-85.

305, 306 History of French Literature: Middle Ages to 1789; 1789 to Present

A general survey of French literature in two parts; representative readings and discussion of outstanding writers and of main literary currents.

310 French Civilization

The manifestation of history, art, economics, politics, and sociology in the culture of France. Fulfills distribution requirement in history, philosophy, or religion. Alternate years. Offered 1985-86.

320 Lyric Poetry

Analysis and appreciation of French poetry from Villon to Bonnefoy. Emphasis will be given to Baudelaire, the Symbolists, and the Surrealists. Offered 1984-85.

321 Seventeenth Century Theatre

French drama, comedy, and tragedy of the classical period. Corneille, Moliere, and Racine. Alternate years. Offered 1985-86.

322 The Age of Enlightenment

A study of the Age of Enlightenment through reading and discussion of the representative fiction, non-fiction, and theatre. Alternate years. Offered 1985-86.

324 The Literature of French Romanticism

Reading and discussion of French Romantic literature, with special emphasis on poetry and theatre. An attempt will be made to reach a viable definition of the Romantic movement in general and of French Romanticism in particular. Alternate years. Offered 1985-86.

325 From Realism to Symbolism

The literary and social aspects of the realist, naturalist, symbolist and decadent movements, with special emphasis on the prose of Flaubert, Maupassant, Zola, and Huysmans. Offered 1985-86.

327 Contemporary French Theatre

A study of major trends in modern French drama: surrealism, existentialism, the absurd. Alternate years. Offered 1984-85.

328 Contemporary French Novelists and Their Craft

A study of representative works by major twentieth-century French novelists from Gide and Proust to Butor and Robbe-Grillet. Alternate years. Offered 1985-86.

331 La Francophonie

A survey of the imaginative literatures of such French-speaking countries and areas as Africa north and south of the Sahara, Canada, Vietnam, the West Indies, Louisiana, and others. Aside from their intrinsic literary worth, the selections will afford a perception of the impact and adaptation of French language and culture among widely diverse populations of the world. Alternate years. Fulfills the distribution requirement in Non-Western culture. Offered 1984-85.

400 Seminar

An intensive study of a particular aspect of French literature, civilization or culture to be determined by the instructor in consultation with students. Intended for upperclass majors. *Prerequisites:* Permission of the instructor and approval of Department Chairperson. Offered every year.

Individualized Study

Guided readings or research under the supervision of a member of the staff. *Prerequisites:* Permission of the instructor and approval of the Department Chairperson.

German

Associate Professor Crouner (*Chairperson*)

Assistant Professors McCardle, Ritterson, and Rogan

Overview

One of the attributes of a truly liberated individual is acquaintance with the language and culture of at least one foreign nation. The offerings of this department are designed to contribute to the attainment of this goal. Apart from the values accruing from the mental discipline demanded by language learning and the practical utilization of such learning in the areas of research and technology, international trade, diplomacy, teaching, and foreign travel, it is hoped that doors will be opened to an understanding of the German people and an appreciation of their significant contributions to the world's cultural heritage.

Through the use of the foreign language in the classroom and correlative audio-lingual drill in the laboratory, effort is directed toward the development of a reasonable proficiency in speaking and listening comprehension as well as in reading and writing.

Requirements and Recommendations

German 202 or equivalent proficiency is considered prerequisite to all higher-numbered German courses, unless specified otherwise.

Major Requirements. A major consists of a minimum of nine courses beyond the level of German 202, including 301, 302, 321, 322, two courses from those numbered 211, 212, 213 and two courses from those numbered 323, 324, 325, 328. Majors preparing to teach German in the secondary school must also take Education 304, Techniques of Teaching and Curriculum of Secondary German (does not count toward German major).

Majors who take a Study Abroad program may count no more than six of those courses toward the major and must take at least two German literature courses in their senior year.

Majors who, by the end of the junior year, have not demonstrated a satisfactory level of competency in the reading, writing, speaking and listening comprehension of German, as determined by the department's staff, will be assigned such additional work as considered necessary and appropriate to the attainment of such competency by the end of the senior year.

Minor Requirements Minor is offered in German. For students beginning at 201 or below, the German minor consists of 201-202, 301, 302 and any two courses above 202. For students beginning at the 301 level, the minor consists of 301, 302 and any four courses above 202.

Distribution Requirements

The following courses may be counted toward the distribution requirement in literature: German 119, 120, 321, 322, 323, 324, 325, 328, and designated January Term courses.

The following courses may be counted toward the distribution requirement in the area of history, philosophy, or religion, German 211, 212, and 213; and, with the consent of the History Department, toward a history major, German 211, 212 and 213.

The distribution requirement in foreign language may be satisfied by completion of German 202 or of any 300-level course.

Special Programs

Each January, students can complete 202 Intermediate German in Germany in a course administered by the Gettysburg College German Department. Qualified students are encouraged to study abroad one or both terms of their junior year. Students can choose from programs administered by American institutions at universities in Munich, Freiburg, Marburg, Heidelberg, Bonn, and elsewhere (see Junior Year Abroad)

German Language

101, 102 Elementary German

Essentials of grammar, composition, pronunciation. Course includes oral and written work, graded elementary reading, and use of audio-visual cultural materials and correlative drill in the language laboratory. Prepares for German 201, 202.

Staff

201, 202 Intermediate German

Continuation of the work of German 101, 102. Progressively more difficult reading, in class and outside, is selected to introduce the student to German literature and civilization. Course includes use of audio-visual cultural materials and correlative drill in the language laboratory. *Prerequisite:* German 102 or its equivalent.

Staff

235 German Conversation

Intermediate level conversation course with emphasis on everyday, applied usage of the language for nonliterary purposes. Limited enrollment of ten students. Does not count toward fulfillment of language requirement. May, with departmental approval, count toward minor or major. May be taken concurrently with German 202. *Prerequisite:* German 201 or its equivalent.

Staff

301 Advanced German

Designed for advanced work in the language and intended for students who have successfully completed at least German 202, as well as for qualified incoming students. The plan of study incorporates extensive reading and intensive practice in aural comprehension, oral expression, and directed composition. Conducted mostly in German.

Staff

302 Advanced German

Continuation of exercise in the skills of German 301, but with emphasis given to readings and discussions on problems of German literary studies. Both primary and secondary (unedited) sources will be read. Students will be asked to present oral reports and to write resumes and compositions on the materials read. Conducted in German. *Prerequisite:* German 301 or demonstrated equivalent preparation.

Staff

German Culture Studies

**211, 212 Survey of German Culture to 1945:
Origins to 1790; 1790-1945**

Study of the cultural history of the German people from their beginnings to 1945, including an appreciation of their major contributions to the world's cultural heritage. This course is accepted toward fulfillment of the distribution requirement in the area of history, philosophy, or religion.

Mr. Crowner

213 Survey of German Culture Since 1945

Study of the culture, society, and politics of contemporary Germany, East and West, including a comparison of the social systems and of attempts to deal with the problems of the present and future. Assigned readings include both critical/analytical and literary works. A knowledge of German is not required. This course is accepted toward fulfillment of the distribution requirement in the area of history, philosophy, or religion. Alternate years. Offered 1984-85.

Mr. McCardle

German Literature

119, 120 German Literature in Translation

Critical analysis and appreciation of form and content of representative German literary masterpieces, selected from the literary periods from the Middle Ages to the present, together with an examination of the times and cultural circumstances which produced these works. Does not count toward a major in German. This course is accepted toward fulfillment of the distribution requirement in literature.

Messrs. McCardle and Ritterson

302 Advanced German

See course description under German Language (above).

Staff

321, 322 The Age of Goethe: 1750-1785; 1785-1830

Study of German literature of the Enlightenment, Storm and Stress, Classicism, and Romanticism, with special emphasis on Lessing, Schiller, and Goethe. Critical reading and analysis of representative works are included. Outside reading and reports. Alternate years. Offered 1985-86.

Staff

323, 324 Post-Romantic to Mid-Twentieth-Century German Literature: 1830-1900; 1900-1945

Study of German literature from the 1830's to 1945, with particular attention in the fall term to Young Germany. Biedermeier, Regionalism, Realism, and Naturalism; and in the spring term to Impressionism, Expressionism, the New Objectivity, and their successors through the end of World War II. Critical reading and analysis in class of representative works and outside readings and reports are included. Alternate years. Offered 1984-85.

Staff

325 German Literature Since 1945

Study of West and East German literature, including Borchert, Böll, Grass, Dürrenmatt, and Handke. Critical reading and analysis in class of representative works and outside reading and reports are included. Alternate years. Offered 1984-85.

Staff

328 Goethe's Faust

Intensive reading and analysis of the work in class. Lectures and discussions highlight its aesthetic, moral, and ethical values and autobiographical significance, together with an examination of its modern cultural implications. Outside reading and reports.

Staff

400 Senior Seminar

Intensive study of selected aspects of German language, literature, and civilization through reading, discussion, oral and written reports. Topics will be selected with a view to affording students an opportunity to strengthen their knowledge in the areas not covered in their other course work in the department.

Staff

Individualized Study

Guided reading or research under the supervision of a member of the staff. *Prerequisite:* consent of the Department.

Greek—See Classics

Health and Physical Education

Professor Kenney (*Chairperson*)

Associate Professors Biser, Shoemaker, and Wescott

Assistant Professors Donolli and Reider

Instructor Riggs

Adjunct Assistant Professor Pavlantos

Coaches: Albertson (Coordinator of Women's Intercollegiate

Athletics), Bowers, Haas (Director of Intercollegiate Athletics), K.F. Higgins, K.K. Higgins, Hulton, Hummel, Kennedy, Lehr, Miller, Streeter, and Zelenz.

Overview

The Department of Health and Physical Education is in harmony with the purposes of our liberal arts institution and our philosophy is a holistic one. We believe in the Greek ideal of "A sound mind in a sound body." The College stresses the individual need for total fitness for all students through our required courses. Our majors' courses offer those students with a particular interest in health and physical education a rewarding, well rounded, educational and life experience.

A major in Health and Physical Education is an excellent preparation for specific areas such as state-approved teaching certification in Health and Physical Education (K-12), certification in athletic training, and allied health careers. With proper course selection, students can qualify for post graduate work in allied therapy fields such as physical, occupational, and play therapy.

Requirements and Recommendations

All HPE majors must satisfy all of the College distribution requirements. Psych. 101 and Soc. 101 are the preferred social science courses. Biology is required as the laboratory science. Plants and Animals (Bio. 111-112) is preferred but General Biology (101-102) is acceptable. *HPE Courses* required of all students registered in the Department:

All students majoring in HPE must successfully complete 1 year of Chemistry or Physics.

Only those HPE Majors who successfully complete the Education Term are *exempt* from the 1 year Chemistry or Physics requirement.

HPE 112-Foundations of Health, Physical Education, and Recreation

211 - Personal and Community Health

217 - Anatomy and Physiology

218 - Kinesiology and Applied Physiology

309 - Physiological Responses to Endurance Training

314 - Medical Aspects of Sports

320 - Adapted Physical Education and Health Inspection

325 - Administration of Health, Physical Education, and Recreation

332 - Measurement and Evaluation in Health and Physical Education

400 - Senior Professional Seminar

*449 - Introduction to Research

Skills - (2 years) HPE 101-102, 201-202

*HPE 449 - Introduction to Research: *Not* required for students in teacher certification program.

Teacher Certification: For the student in the teacher certification program (K-12) elementary and secondary teacher education, the following courses must be scheduled:

HPE 301, 302 Major Skills

ED 201 - Educational Psychology

209 - Social Foundations of Education

303 - Educational Purposes, Methods, and Educational Media

304 - Techniques of Teaching and Curriculum of HPE

477 - Student Teaching - Secondary, Two Courses.

HPE majors who are considering graduate work in allied health careers (physical therapy, occupational therapy, athletic training, etc.) must take introductory Physics 103, 104 or Physics 111, 112; and Chemistry 101, 102 or Chemistry 111, 112 which are required for admission to graduate and professional schools.

Faculty advisers are available to help in counseling, but students have the sole responsibility for meeting all major requirements. It is important to declare the HPE major early in the four year curriculum, as failure to do so often means an additional term or two to complete the program.

There is an additional learning experience that our department requires. Each student must participate in our intercollegiate program on one of the following levels: player, student trainer, student manager, or as a student coach. (The latter would be only for a very select, highly qualified athlete.) The above participation must be accomplished once each year for the four year program.

Distribution Requirements

For non-majors in health and physical education, three quarter courses in health and physical education are required for a Bachelor of Arts degree. These are normally taken during the fall and spring terms of the freshman and sophomore years in addition to the general 4-1-4 course requirement. One term of study yielding one quarter course credit is required one of each of the three following groups:

Group I HEALTH

HPE 105 Health Science (or Health Credit through proficiency testing)

Group II - 141 FITNESS ACTIVITIES

Advanced Basketball
Advanced Judo
Beginner's Basketball
Beginner's Judo
Body Conditioning
Cardio Fitness
Endurance Swim
Field Hockey
Indoor Lacrosse
Jazz It
Jogging
Mountaineering
Self-Defense
Soccer
Speedball
Swimnastics
Team Handball
Track and Field
Weight Training

Group III - 171 RECREATIONAL SKILLS

Activities for Children
Advanced Golf
Advanced Horsemanship**
Advanced Lifesaving
Advanced Modern Dance
Advanced Tennis
Advanced Volleyball
Archery
Badminton
Beginner's Golf
Beginner's Horsemanship**
Beginner's Modern Dance
Beginner's Swim
Beginner's Tennis
Beginner's Volleyball
Bowling**
Contracts (Individualized Program)
Fencing
Orienteering (Military Science 201)
Outdoor Recreational Skills**
Rifery**
Softball
Water Safety Instructor
Wilderness Survival (Military Science 202)

A proficiency health knowledge test is offered freshmen and transfer students who are not majoring in health and physical education. If the health test is passed, the student can elect to take Health Credit or substitute a term of study in any other group. If not passed, HPE 105 must be taken.

****Requires extra fee**

In Groups II and III the student has the option of selecting one odd-numbered course which extends for a full term or two even-numbered courses which taken sequentially during the same term are equivalent to a full term. The three group requirements may be taken in any order.

Students who are unable to participate in the regular programs enroll in HPE 106, Adapted Physical Education, which can be substituted for courses in any group except HPE 105, Health Science, in Group I.

101, 102, 201, 202, 301, 302 Major Skills

Skill development and methods and techniques of class organization and instruction for the following physical education activities: lacrosse, field hockey, wrestling, modern dance, swimming, gymnastics I, folk-square-social dance, baseball, softball, tennis, badminton, elementary teaching, gymnastics II, golf, archery, football, soccer, speedball, elementary-junior high-senior high games and recreational activities, basketball, volleyball, track and field, self-defense, and conditioning activities. This course is for health and physical education major students.

*1/4 course each
Staff*

112 Foundations of Health, Physical Education, and Recreation

Serves as an introduction to the profession. It is concerned with history, philosophy, principles, and scientific foundations. The present status, organization, and goals in the professional areas also receive attention.

Ms. Kenney

211 Personal and Community Health

A critical look at the relevant health issues of this decade. Careful inspection of data concerning drugs, human sexuality, marriage and family living, old age, pollution, etc. is included along with the examination of the relationship of personal health problems to the community at large.

Mr. Riggs

217 Anatomy and Physiology

A theoretical and practical study of human structure and function. Analysis of the effects of health and physical education activities on the body is provided. *Prerequisites:* Biology 101 and 102 or 111 and 112.

Mr. Biser

218 Kinesiology and Applied Physiology

Study of voluntary skeletal muscles, not only in regard to their origins, insertions, actions, and interrelationships with the body systems, but also with particular emphasis on the essentials of wholesome body mechanics. *Prerequisite:* HPE 217.

Mr. Donolli

309 Physiological Responses to Endurance Training

Serves to acquaint the student with the physiological mechanisms that are involved in circuit, interval, and aerobic type endurance training. The physiology of cardio-respiratory and muscular responses will be covered. The students will be involved in practical application of the training methods studied. A pre-exercise and post-exercise test of significant endurance responses will be administered to each student.

Mr. Donolli

314 Medical Aspects of Sports

Prepares the prospective coach for the prevention and care of injuries. Course includes instruction about protective equipment, safety procedures, and facilities, as well as preparation of the athlete for competition, emergency procedures, post-injury care, and medical research related to training and athletics. Material in the official Red Cross Standard and Advanced First Aid courses will be given and certificates can be earned.

Practical work covered includes massage, taping, bandaging, and the application of therapeutic techniques.

Prerequisites: HPE 217 and HPE 218 or Permission of Instructor.

Mr. Biser

320 Adapted Physical Education and Health Inspection

Provides instruction and experience in the health inspection and observation of the school environment and of school children. Specific abnormalities of children are studied, and exercises are adapted to individuals to allow more complete personality development through activity.

Prerequisites: HPE 217 and HPE 218.

Messrs. Kennedy and Biser

325 Administration of Health, Physical Education, and Recreation

Administrative and legal problems, personnel relations, social interpretations, budgets and finance, and plant and office management.

Mr. Shoemaker

332 Measurement and Evaluation in Health and Physical Education

A study of the tests and evaluative procedures having practical use in health and physical education classes as well as in research. The function and use of statistical concepts and the principles of test construction are analyzed.

Mr. Riggs

340 Psychological and Philosophical Aspects of Coaching

Analysis of psychology and philosophy in their relationships to coaching athletics. An introduction is provided to the basic principles of psychology and philosophy, including the study of motivation, emotions, personalities, perception, communication, ethics, etc., and the use of these principles in coaching methods to solve coaching problems.

Staff

400 Senior Professional Seminar

Designed to relate and synthesize the various concepts, interpretations, and understandings of modern health, physical education, and recreation. This course offers the student the opportunity to work at an advanced level of extensive reading in the many faceted areas of the profession. Offered either term.

Ms. Kenney

449 Introduction to Research

Study of the various methodological approaches used in research. The course provides practice in designing research tools and in research writing and is helpful for those planning to continue with-graduate study. Offered either term. *Prerequisite:* H.P.E. 332 or Permission of Instructor.

Ms. Kenney

History

Professors Crapster (*Chairperson*) and Glaffelter
Associate Professors Boritt, Bugbee, Fick, Forness, and
Stemen
Adjunct Instructor Holder

Overview

The Department aims to acquaint the student with the concept of history as an organized body of knowledge which is "the memory of things said and done." Mastery within this broad field provides an appreciation of history as literature, an understanding of our heritage, and a standard by which one may thoughtfully evaluate our own time. Through classroom lectures and discussions, an introduction to research, and seminars, the Department encourages the student to develop as a liberally educated person. Courses which the Department offers help prepare students for graduate study and for careers in teaching, law, the ministry, public service, business, and other fields.

Requirements and Recommendations

Requirements for a major are nine courses, including History 300 (in the sophomore year) and one of the senior research seminars. All majors must pass at least four additional 300-level courses chosen from at least two of three groups—American, European, or Asian history. Senior research seminars—number 401 to 410—are normally restricted to history majors, for whom one is required. A selection from the list of seminars is offered each year. They provide students with an opportunity to work in small groups with a member of the staff in the study of a selected topic. Typically participants are expected to engage in reading, discussion, oral reports, and writing formal papers based on individual research.

The minor in history consists of six history courses, of which no more than two may be at the 100 level and at least two must be at the 300 level. One course may be from the list of courses from other departments listed below that count toward the major. Only January Term courses that count toward the major may be included in the minor. No courses taken S/U may be included.

Distribution Requirements

All courses in the fall and spring terms, except History 300, are acceptable toward fulfilling the distribution requirement in history, philosophy, or religion. The following courses are also acceptable toward that requirement, and one of them may be counted toward the major, but not toward the 300-level requirement: German 211, 212, 213 (Survey of German Culture), Greek 251 (Greek History), Latin 251 (Roman History), and Spanish 312 (Latin America).

The following courses meet the distribution requirement in Non-Western culture: 221, 222, 224, 251, 254, 321.

101, 102 History of Europe

Survey of the major political, economic, social, and intellectual developments in Europe from the 5th century to the present. The first course goes from the Germanic invasions of Rome to 1715; the second extends from 1715 to the present.

Mr. Fick

131, 132 History of the United States

With the dividing point at 1877, a general survey of the historical development of the American nation from the age of discovery to the present. Open to freshmen only.

Staff

203, 204 History of England

Surveys English history from the Anglo-Saxon invasions to the present, emphasizing institutional, social, and cultural developments. Some attention is given to Ireland, Scotland, and the overseas empire. The dividing point between the two courses is 1714.

Messrs. Crapster and Fick

221, 222 History of East Asia

A survey of East Asian civilizations to approximately 1800 in 221 and of East Asian political, social, and intellectual developments since the Western invasions of the nineteenth century in 222.

Mr. Stemen

223 United States Relations with East Asia

Study of the diplomatic, military, and cultural relations of the United States with China, Japan, Korea, and Vietnam, from the late eighteenth century to the present. Such subjects as trade, missions, wars, intellectual and artistic influence, and immigration will be covered.

Mr. Stemen

224 Chinese Thought and Culture

An intellectual history of China from the beginning to the eighteenth century. Readings are drawn from philosophy, history, religion, poetry, and fiction, and are studied in the context of the intellectual and artistic culture of the times.

Mr. Stemen

IDS 227, 228 Civilization of India

Course description included under Interdepartmental Studies.

Ms. Gemmill

233 Mission, Destiny, and Dream in American History

An introduction to American history from the seventeenth century to the present by focusing upon the intertwining themes of the American people's belief in their unique mission and destiny in the world and their dream of creating a just and prosperous society. Students will probe the varying manifestations of these themes through major events and movements in American social, economic, and cultural life and in politics and diplomacy.

Mr. Forness

235 American Economic History

Examines the economic development of the United States from the colonial period to the 1960's. Among the topics covered are the westward movement, development of transportation networks, growth of monetary markets and investments, industrialization, and the role of government in the economy. Not offered every year. *Prerequisite:* Economics 101-102.

Ms. Fender

236 Urbanism in American History

An introduction to American history from the perspective of urbanism. Beginning with the colonial town and continuing to the megalopolis of the mid-twentieth century, students will investigate the nature of urban life and its influence upon the course of American development.

Mr. Forness

237 War and American Society

Considers America's wars from the Revolution to Vietnam and the opposition to war they have evoked.

Mr. Boritt

251 History of the Ancient Near East

Survey of the history of the Near East to 622 A.D., concentrating particularly on the major civilizations of Egypt and the Fertile Crescent, i.e., Sumer, Babylonia, and Assyria, as well as those of Crete, the Hittites, Persia, and the Indus Valley. Secondary attention will be given to ancient Near Eastern art and architecture, religion, and literature (in translation).

Mr. Bugbee

254 History of the Middle East under Arab Influence

Commencing with the career of Mohammed, deals with the history of the Middle East, North Africa, Spain and, to some extent, India under the impact of Islam. Emphasis will be placed upon the Arab Conquest and the early, formative centuries of Islamic civilization, as well as upon developments—especially under the influence of the West—since 1798. Secondary attention will be given to Islamic art and architecture, religion, literature, and philosophy.

Mr. Bugbee

300 Historical Method

A course designed for history majors which introduces the student to the techniques of historical investigation, deals with the nature of history, and examines the relation of history to other fields of study. It also surveys the history of historical writing. *Prerequisites:* Two courses in history.

Mr. Glatfelter

311, 312 Medieval Europe

A survey of the period from the breakdown of Roman institutions in the West to about 1050, with special emphasis on the role of the Church, the Carolingian age, the Viking invasions, the establishment of the German Empire, and the beginnings of the struggle between Empire and Papacy in 311. History 312 deals with the central theme of the rise of a distinct Medieval civilization and the emergence of the Western monarchies. Not offered every year.

Mr. Fick

313 Renaissance and Reformation

Beginning about 1300, treats the gradual decline of Medieval civilization, the major theme being the transition from "Medieval" to "Modern". It ends about the middle of the sixteenth century with the establishment of Protestantism and the strong movement of reform within the Roman Church. Not offered every year.

Mr. Fick

314 Age of Absolutism

Beginning with the sixteenth century wars of religion, continues with a study of the Habsburgs' failure to dominate Europe, the Thirty Years' War, the emergence of France to predominance, the development of the absolute state and "enlightened despotism," the rise of new powers by 1700, and economic, cultural, and social developments. Not offered every year.

Mr. Fick

315 Age of the French Revolution

Following a general survey of political, economic, social, and intellectual currents in Europe on the eve of the French Revolution considers developments in France and the rest of Europe between 1789 and 1815. Not offered every year.

Mr. Crapster

317 Europe 1848-1914: Nationalism, Industrialization, and Democracy

After a survey of European developments of 1815-48, studies the Revolutions of 1848, industrialization and urbanization, the unification of Germany and Italy, state-building and the development of democratic institutions, dissident movements, and international affairs leading to the First World War. Not offered every year.

Mr. Fick

318 Europe and Two World Wars

Studies selected aspects of European history from the outbreak of the First World War in 1914 to the end of the Second World War in 1945.

Mr. Crapster

319 Europe Since 1945

Perspectives on Europe since 1945: reconstruction, nationalism, European integration, the American presence, the Cold War, the role of the state, with consideration of the reflection of these in culture and society.

Mr. Crapster

321 Modern China

A study of Chinese history since the Opium War of the nineteenth century, with emphasis on the Nationalist and Communist revolutions. Not offered every year.

Mr. Stemen

331 American Constitutional History

After a brief look at European backgrounds and the political thought and practice of Britain's North American colonists, considers the development of American constitutional theory and institutions as revealed by legislation, executive policy, and judicial decisions on federal and state levels.

Mr. Forness

332 American Diplomatic History

The foreign relations of the United States since the American Revolution, with emphasis on the twentieth century.

Mr. Stemen

335, 336 American Social and Cultural History

Traces America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture. Beginning with the American Revolution, History 335 covers the period to the Civil War. History 336 continues from that period to the present. Not offered every year.

Mr. Forness

341 Colonial America

Commencing with the European background and the Age of Exploration before considering the settlement of North America, stresses political and constitutional developments to 1763, with attention to European rivalries, mercantilism, and attempts to achieve intercolonial unity. Colonial art, architecture and the American Indian are also discussed.

Mr. Bugbee

342 Age of the American Revolution

Begins with a review of colonial beginnings, followed by the French and Indian War, which set the stage for the disruption of the old British Empire. It traces the road to revolution and independence, the war itself, the Confederation experiment, and the impetus which led to the Federal Constitution of 1787. Political and constitutional developments are emphasized.

Mr. Bugbee

343 Jeffersonian-Jacksonian Era

Covering the period from the 1790's to the Mexican War, treats the development of American national life and sectional interests under such influences as Jefferson's agrarian republicanism and the new democratic movements of the Jacksonian period. Not offered every year.

Mr. Forness

345 Civil War

The trauma of America from the end of the Mexican War to Appomattox, moral judgments in history, political culture, economic interests, diplomacy, and war are at the focus of this course. Credit may not be received for both History 345 and History 351.

Mr. Boritt

346 Post-Civil War America

The study of an America attempting to reconstruct itself, from 1865 to the 1890's. The focus is on the short and long range effects of the Civil War.

Mr. Boritt

348 Early Twentieth Century America

Deals primarily with the major political, economic, and social developments in the United States from about 1900 to 1945. Some attention is given to the role of the United States in the world during this period.

Mr. Glatfelter

349 The United States Since 1945

Deals with the major political, economic, and social developments in the United States since 1945, and with the demands made upon the United States as a leading world power.

Mr. Glatfelter

Senior Research Seminars:

401 England in the 1880's

Mr. Crapster

402 Tudor England

Mr. Fick

404 Founders of the United States

Mr. Bugbee

405 The U.S. in the 1890's

Mr. Glatfelter

407 Diplomacy of the Truman Administration

Mr. Stemen

409 European Diplomacy in the Age of the Baroque

Mr. Fick

410 Abraham Lincoln

Mr. Boritt

Individualized Study

An individual tutorial, research project, or internship requiring the permission of an instructor who will supervise the project. The instructor can supply a copy of the statement of departmental policy regarding grading and major credit for different types of projects. Either term.

Staff

Interdepartmental Studies

Professor Pickering (*Chairperson*)

Adjunct Assistant Professors M. Baskerville,

J. Gemmill, and P. Hogan

Adjunct Instructor L. Lindeman

Lecturers Jones and Nordvall

The Committee on Interdepartmental Studies offers courses and coordinates specialized interdepartmental programs. The Committee bears responsibility for identifying and encouraging interest in Interdepartmental Studies courses and programs, such as Asian Studies, American Studies, and Medieval and Renaissance Studies. (See pages 103-104)

Among the opportunities for Interdepartmental Studies is the Special Major: a student, with the consent of two supervising faculty members from different departments, may design a coherent program of at least eight courses focusing on a particular issue or area not adequately included within a single department. It may be based on any grouping of courses drawn from any part of the curriculum so long as the proposed major is coherent, serves a carefully defined purpose, and includes at least six advanced courses. The Committee on Interdepartmental Studies has final responsibility for approving Special Majors. (See page 30)

By nature of their objectives and content, Interdepartmental Studies courses cross the lines of departments and specialized disciplines. For example, some of these courses attempt to provide the common body of knowledge traditionally associated with a liberal education; others attempt to integrate the understanding of different kinds of subject matter; and still others combine methodologies from diverse departments and disciplines. Most notably, the Senior Scholars' Seminar challenges an invited group of seniors, representing as many academic departments as possible, to apply their skills to the investigation of a problem which crosses the boundaries of and demands the methods of several disciplines.

100 Freshman Colloquy

Required seminar for all freshmen designed to strengthen reasoning, writing, and speaking skills. Using a multi-disciplinary theme as a focus, students will analyze readings, lectures, and other presentations through intensive writing and class discussion. The theme for 1984-85 is Justice and Social Responsibility: The Individual and the Community.

101, 102 Ideas and Institutions of Western Man

An introduction to the religious, political, and philosophical ideas and institutions that characterize Western Civilization. During the first term, students read selected documents ranging from the Bible and seminal Greek thinkers through Luther, Calvin, and other figures of the Sixteenth century Reformation. In the second term, readings range from documents illustrative of the Scientific Revolution of the Sixteenth and Seventeenth centuries through Darwin, Marx, Lenin, and Freud.

Mr. Baskerville

103, 104 Literary Foundations of Western Culture

A study of selected major literary achievements of Western culture regarded as philosophical, historical, and aesthetic documents including authors ranging from Homer and Plato through St. Augustine and Dante to Shakespeare, Milton, and Goethe. By means of reading and discussing complete works of literature the student is introduced to those humanistic skills that have traditionally distinguished the liberally educated person. Fulfills distribution requirement in literature.

Staff

111, 112 Ideas and Events Behind the Arts

An introductory study of the visual arts from prehistoric times to the twentieth century. An attempt will be made to investigate change in the arts as social, political, and even natural events have stimulated response in the style and function of painting, sculpture, and architecture. While an understanding of the contextual role of art is considered important, there will also be emphasis upon an understanding of the individual work of art in terms of aesthetic analysis of form and content. Fulfills distribution requirement in art, music, creative writing, or theatre arts.

Ms. Small

206 Byzantine Civilization

An introduction to the civilization which radiated from Constantinople, the capital of the Roman Empire from 330-1453 and a major link between eastern and western civilizations for 1,000 years. Its legacies include Roman Law, a controlled economy, the icon, church councils, military science, the bureaucracy, and classical learning. A movie, slides, and a field trip enhance class discussions and lectures. Fulfills a distribution requirement in history, philosophy, or religion. Can be included in a religion major but cannot be counted in the eight-course requirement.

Mr. Trone

211 Perspectives on Death and Dying

A study of death and dying from a variety of perspectives: psychological, medical, economic, legal, and theological. Dignity in dying, what happens after death, euthanasia, body disposal, and other such problems are examined. Fulfills distribution requirement in history, philosophy, or religion. May be counted in the eight-course requirement for a religion major.

Mr. Moore

213 Woman in the Ancient World

An investigation of the role/s of woman as reflected in the myths, legends, epics, law codes, customs, and historical records of the Sumerians, Babylonians, Egyptians, Hebrews, Greeks, and Romans. The relevance of some of this for contemporary roles and problems is also examined. Can be included in a religion major but cannot be counted in the eight-course requirement.

Mr. Moore

222 Romanesque to Gothic

A sampling of intellectual achievements in several categories, selected from the twelfth and fourteenth centuries. Focusing on six major literary works, the participants will examine representative patterns in music, art, science, and philosophy in order to investigate the Middle Ages as times of change as well as of strong continuity. Fulfills distribution requirement in literature.

Mr. Pickering

227, 228 Civilization of India

First course: cultural developments from Indus Valley Civilization to coming of Muslims, with emphasis on Buddhism, evolution of Hinduism, and their representation in art and literature; second course: historical factors underlying Hindu-Muslim antagonism as well as contemporary political and economic problems. Fulfills distribution requirement in history, philosophy, or religion and the distribution requirement in Non-Western culture. Alternate years.

Ms. Gemmill

235 Introduction to African Literature

A survey in English of modern sub-Saharan African literature. After an introductory section on background and the oral tradition, the course will treat the primary themes of this writing, many of which bear the stamp of the colonial experience and its aftermath. Representative novels, plays, and poetry will be read and discussed for their artistic value and cultural insights. Short papers, mid-term and final examinations are required. Fulfills distribution requirement in literature and the distribution requirement in Non-Western culture. Alternate years.

Mr. Michelman

237, 238 Literature of India

Study of major Indian literary works in transition. First course: Vedic hymns, major epics, Sanskrit drama, Gupta love poetry and political fables. Second course: Tamil epic and lyrics, devotional poetry, Islamic literature, the modern novel. Complete works read from the standpoint of religion, history, and aesthetics, using criticism from Western and Indian sources. Fulfills distribution requirements in literature or in Non-Western culture. Alternate years.

Ms. Gemmill

240 Energy Production and Use

The study of energy from a physical, economic, environmental, and social perspective. Topics include fossil fuels, nuclear power, solar energy, alternative energy sources, and conservation. Attention is also given to energy planning and distribution. Alternate years. Offered 1983-84.

Mr. Cowan

244 Introduction to American Folklore

An introduction to folkloric theory and method, followed by a survey of the various types of folklore in America: myths, tales, ballads, music, art, games, et cetera. The course evolves through lectures, discussion of readings, and student reports, culminating in each student investigating in some depth one aspect of American folklore. Alternate years. Offered 1983-84.

Mr. Locher

246 American Humor

A tracing of the American comic spirit from its purely literary and imported beginnings to its multi-media manifestations today, attempting to isolate its distinctively American characteristics. Its ties to society and politics will be stressed. In addition to reading and discussing assigned texts, each student will be asked to research, analyze, and report on one American creator of humor. Alternate years. Offered 1983-84.

Mr. Locher

250 Criminal Justice

Overview of the criminal justice system in the United States and role in that system of features such as police, attorneys, trials, and prisons. Major United States Supreme Court cases are read to illustrate the nature of legal reasoning and criminal justice problems. Not offered every year.

Mr. Nordvall

301, 302 Literature of Modern Western Culture

Continues the study of major literary documents into the nineteenth and twentieth centuries. Novels, dramas, and short stories are discussed as artistic structures and are seen in their relationship to modern culture. Representative writers include the French and Russian realists, James, Joyce, Kafka, Mann, Camus, Albee, and Dickey. Fulfills distribution requirement in literature.

Messrs. Lindeman and Loose

312 Theology and Literature

Critical reading of representative theological writings and novels of the Modern Period to bring into focus dominant religious ideas influencing Western culture since 1800. Theologians and novelists include Kierkegaard, Dostoyevsky, R. Niebuhr, Conrad, Faulkner, Tillich, Camus, Wieman, West, and Hemingway. Fulfills distribution requirements in literature or in history, philosophy, or religion; can be counted in the eight-course requirement for a religion major.

Mr. Loose

320 Human Sexual Behavior

Discussion of biosexual, sociosexual, and psychosexual development in a cultural-behavioral setting. Resources from a variety of disciplines will be discussed as they relate to the present day social-sexual milieu. Seminar format. In-depth research investigation required.

Mr. Jones

401 Senior Scholars' Seminar: The Future of Man

Seminar for selected senior students addressing an important contemporary issue affecting the future of man. The approach to this issue is multi-disciplinary. Authorities of national stature are invited to serve as resource persons, and a final report is published by the seminar participants. The seminar carries credit for two courses and must be taken in the fall and January terms. Interested students should consult page 37 of this catalogue for admission criteria.

451 Individualized Study: Tutorial in Interdepartmental Studies**461 Individualized Study: Research in Interdepartmental Studies****Special Interdepartmental Programs****Asian Studies**

Gettysburg College offers a number of courses for students wishing a sound introduction to Asian culture as part of the liberal arts curriculum. Each Asian Studies course fulfills some distribution requirement. These courses are presented by members of various departments, persons with interests and competence in Asian Studies. A student may construct a Special Major with concentration in Asian Studies. Students wishing to prepare for advanced work in Asian Studies will be interested in the following course combinations supplemented by off-campus Language and Area Study programs to which the College has access:

1. An introduction to South Asia including Civilization of India and religions of South Asia.
2. An introduction to East Asia including History of East Asia and such courses as Religions of East Asia and West Asia and Modern China.
3. The Consortium exchange program by which students may take selected courses dealing with East Asia or South Asia at Dickinson or Franklin & Marshall Colleges.
4. Any two-term sequence of courses in Asian Studies taken at Gettysburg followed by an intensive senior year of work in an Asian language and area courses at the University of Pennsylvania.

5. An arrangement whereby students may study in India for academic credit through programs offered by Associated Colleges of the Midwest and the University of Wisconsin (summer plus a full year) or the School for International Studies and the University of Virginia (one semester). Interested students should consult Dr. Janet Gemmill, Adjunct Assistant Professor of Interdepartmental Studies, for further information.

Asian Studies Courses

IDS 227, 228 Civilization of India
 IDS 237, 238 Literature of India
 History 221, 222 History of East Asia
 History 223 United States Relations with East Asia
 History 321 Modern China
 Religion 241 The Religions of South Asia
 Religion 242 The Religions of East Asia and West Asia

American Studies

Gettysburg College offers a variety of courses analyzing American life and thought, thereby providing students with many opportunities for creating Special Majors in American Studies. Such majors may emphasize behavioral analyses, historical perspectives, literary and artistic dimensions, or coherent combinations of such approaches as they are reflected in courses from several departments. For example, Special Majors could be designed in the areas of early American culture, modern American social stratification, ethnicity, and politics in twentieth-century America, or the religious and economic values of the American people. Students should seek assistance in planning an American Studies Special Major from faculty members who teach courses in these areas or from the Committee on Interdepartmental Studies.

Course offerings suitable for Special Majors in American Studies are found under many departmental listings. In addition to courses described in this catalogue, the January Term catalogue lists many courses offered by a variety of departments or as interdepartmental courses. Such courses may also be applicable to special interdepartmental programs.

Medieval and Renaissance Studies

Through the curricular offerings of eight academic departments and the Interdepartmental Studies Program, the College makes available a wide range of courses that deal with the civilization and culture of the Medieval and Renaissance eras. Those eras laid the foundations for many modern ideas and values in the fields of literature, history, religion, political theory, music, art, science, technology, commerce, mathematics, and law. For many students concerned with a more realistic understanding of the rich heritage derived from the Medieval and Renaissance world, the vitality and creative energy of those eras hold a special fascination and add new dimensions for comprehending contemporary issues.

Faculty members teaching courses in these areas are associated in the Council on Medieval and Renaissance Studies in order to facilitate scholarship and course development, to provide a forum for the discussion and promotion of ideas and common interests, to encourage Special Majors, and to sponsor visits by students and faculty to museums and cultural centers in New York, Philadelphia, Baltimore, and Washington. Special majors in this area might deal with the medieval church and the arts, medieval literature and philosophy, or the ideological and institutional revolutions of the Renaissance. Students should seek assistance in planning such Special Majors through the Council on Medieval and Renaissance Studies, Professor George H. Fick, History Department, Director.

Medieval and Renaissance Studies Courses

Art 111 Ideas and Events Behind the Arts

Classics: Latin 306 St. Augustine

English 209 History of the English Language

English 331 Mediaeval Literature

English 334 Renaissance Literature

English 362 Chaucer

English 365, 366 Shakespeare

English: Theatre Arts 203 History of the Theatre

French 305 History of French Literature: Middle Ages to 1789

History 203 History of England to 1714

History 311, 312 Medieval Europe

History 313 Renaissance and Reformation

IDS 101 Ideas and Institutions of Western Man

IDS 103, 104 Literary Foundations of Western Culture

IDS 206 Byzantine Civilization

IDS 222 Romanesque to Gothic

Music 312 History of Medieval, Renaissance, and Baroque Music

Philosophy 203 Classical Greek and Roman Philosophy

Philosophy 204 Medieval and Early Modern Philosophy

Religion 121 Church History: to the Eighth Century

Religion 122 History of the Medieval Church

Religion 227 "Monks, Nuns, and Friars"

Spanish 305 History of Spanish Literature: Origins to 1700

Spanish 310 Spanish Civilization

Peace, War, and World Order Studies

Gettysburg College offers a concentration of courses in Peace, War, and World Order Studies through the course offerings of several departments. A special major in Peace and World Order Studies would emphasize such areas of study as global interdependence, historical perspectives on peace and war, ethical issues of war and peace, the dynamics of global problems such as hunger, poverty, and human rights abuse, mechanisms for resolving global problems peacefully, and systems of international law and organization.

Students who elect this special major would enroll in their senior year in IDS 461, Individualized Research, in order to synthesize the work of the other courses in their special major and to pursue a research interest such as Conflict Resolution, Global Ecology, the Psychology or Sociology of War, or World Organizations. Interested students should contact any member of the Committee on Interdepartmental Studies.

Peace, War, and World Order Studies Courses

Political Science	103 Global Politics
	245 World Order
	263 The Politics of Developing Areas
	341 International Political Economy
	344 U. S. Defense Policy

Economics	324 Comparative Economic Systems
	336 International Economics
	338 Economic Development

History	237 War and American Society
	318 Europe and Two World Wars
	319 Europe Since 1945

Classics	121 Greek Civilization
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Philosophy	105 Contemporary Moral Problems
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Psychology	221 Basic Dynamics of Personality
	225 Developmental Psychology

Sociology and Anthropology	203 Population
	220 World Culture
	221 World Urbanization

Latin—See Classics

Mathematics

Professors Fryling and Holder (*Chairperson*)
Associate Professors Flesner, Kellett, and Leinbach
Assistant Professors Kurtz and Magness
Instructor Berlin
Adjunct Professor Stright
Adjunct Instructor Y. Niirō

Overview

A knowledge of mathematics is an essential part of what is meant by a liberally educated person. Mathematics is both an art and a science. It possesses an inherent beauty and exhibits a precision and purity of expression not found to the same degree in any other discipline. Beyond its intrinsic value, mathematics is indispensable in the physical sciences and is occupying a position of increasing importance in the social sciences as well. This applied aspect of mathematics has been dramatically enhanced with the advent and rapid development of the high speed electronic digital computer. It is important that mathematics majors as well as other students who will apply mathematics learn how to use this powerful problem solving tool.

The mathematics curriculum provides a foundation for students who will specialize in mathematics or in fields which utilize mathematics. By a careful selection of courses a student can prepare for graduate study in mathematics, for secondary school teaching, or for a career in applied mathematics. The curriculum also provides courses appropriate for liberal arts students who wish to gain an appreciation of mathematics.

Requirements and Recommendations

All majors must complete the following basic core of courses.

THE CORE PROGRAM

Math 111-112:	Calculus of a Single Variable
Math 211:	Multivariable Calculus
Math 212:	Linear Algebra
Math 321:	Analysis I
Math 331:	Abstract Algebra I

Advanced placement in the calculus sequence Math 111-112, 211 is possible for those who have scored sufficiently high on the Advanced Placement Examination. Such placement will be determined by the department chairperson in accordance with College policy (see page 145).

In addition to taking the core program, all majors will select one of the following areas of concentration and complete the courses specified.

AREA OF CONCENTRATION

Computer Studies—Math 366, 371, Computer Studies 211, 216, 311, 322.

Management Science—Math 351-352, 362, Econ 351, 352, plus one course chosen from Math 356, 358.

Physical Science—Math 363, 364, 366, two courses chosen from Chem 305, 306, Phys 311, 312, 319, 330, plus one additional 300-level mathematics course.

Probability & Statistics—Math 351-352, 356, 358, and two additional 300-level mathematics courses.

Pure Mathematics—Math 322 or 332, 363, 343 or 364, plus three other 300-level mathematics courses.

Secondary Teaching—Math 343, 351, Ed. 304, plus two other 300-level mathematics courses.

Student Designed Concentration—With the approval of the Mathematics Department a student may follow an individually designed concentration, which must contain six courses at least four of which must be 300-level mathematics courses.

COMPUTING REQUIREMENT

All mathematics majors must complete Computer Studies 105 or 211 no later than the end of the sophomore year.

A minor in mathematics consists of six mathematics courses, including 211, 212, and at least two 300-level courses.

101 College Algebra

Course includes a review of basic algebraic concepts as well as more advanced topics, including the notion of a function; linear, quadratic, polynomial, rational, exponential, and logarithmic functions; systems of equations; matrices and determinants, sequences and series. Applications will be drawn from a wide variety of fields. Credit may not be granted for both Mathematics 101 and 110.

Staff

107 Applied Statistics

Designed for students in the Biological and Social Sciences. Topics include descriptive statistics, fundamentals of probability theory, hypothesis testing, correlation, regression, and analysis of variance. An important aspect of the course is a laboratory period in which students learn how to do a statistical study using a statistical package on the computer. Credit may not be granted for both Mathematics 107 and Economics 241. Three lecture hours and two laboratory hours per week.

Staff

108 Applied Calculus

Designed for students in the Biological and Social Sciences. The major concepts of this course include differentiation and integration of algebraic, logarithmic, and exponential functions. Applications appropriate to the disciplines cited above will be emphasized. Credit may not be granted for more than one of the following courses: Mathematics 108, 111, 117. *Prerequisite:* Proficiency in algebra at the level of Mathematics 101.

Staff

110 Precalculus

Preparation for the study of calculus. Includes topics from algebra, trigonometry, and analytic geometry. The function approach will be emphasized. This course together with Mathematics J 21 (Calculus and the Computer) will provide adequate preparation for Mathematics 112.

Staff

111-112 Calculus of a Single Variable

Differential and integral calculus of one real variable. Topics include introduction to limits, continuity, the derivative, the definite integral, sequences, series, and elementary differential equations. Both theory and applications are stressed. Course includes an introduction to computer programming and weekly computer assignments in which problems relating to calculus and the computer are carried out. No prior experience with calculus or computing is assumed. Four lecture hours each week. *Prerequisite:* Proficiency in precalculus mathematics at the level of Mathematics 110.

Staff

117-118 Calculus and Matrix Algebra

Aspects of calculus and matrix algebra which are most important in economics and business administration. Both single and multivariable calculus will be studied, with particular emphasis placed on maximization and minimization problems with constraints for functions of several variables. Additional topics will be selected from differential and difference equations, and linear programming. Credit may not be granted for more than one of the following courses: Mathematics 108, 111, 117. *Prerequisites:* Proficiency in algebra at the level of Mathematics 101 and Economics 101 or concurrent registration.

Staff

180 Basic Concepts of Elementary Mathematics

Designed for future elementary teachers who are sophomores and above and have been approved for admittance into the program for elementary certification. Topics include the number system, different bases, number line, use of sets, principles of arithmetic, introduction to geometry and algebra. The course is also offered in the January Term as J 18.

Mr. J. T. Held

211 Multivariable Calculus

Vectors, vector functions, function of several variables, partial differentiation, optimization, multiple integration, transformation of coordinates, line and surface integrals, Green's and Stoke's theorems. *Prerequisite:* Mathematics 112. Four lecture hours per week.

Staff

212 Linear Algebra

Systems of linear equations, algebra of matrices, determinants, abstract vector spaces, linear transformation, eigenvalues, and quadratic forms. Selected applications of computer projects in linear algebra are included. *Prerequisite:* Mathematics 112 or permission of instructor. Four lecture hours per week.

Staff

321-322 Analysis I, II

Provides both a rigorous treatment of concepts studied in elementary calculus and an introduction to more advanced topics in analysis. Among the topics studied are: elements of logic and set theory, properties of real numbers, elements of metric space topology, continuity, the derivative, the Riemann integral, sequences and series, uniform convergence, functions of several variables. *Prerequisite:* Mathematics 211. Mathematics 322 offered in alternate years. Offered 1985-86.

Mr. Holder

331-332 Abstract Algebra I, II

A study of the basic structures of modern abstract algebra, including groups, rings, fields, and vector spaces. *Prerequisite:* Mathematics 212. Mathematics 332 offered in alternate years. Offered 1984-85.

Messrs. Flesner and Kellett

343 Topics in Geometry

A brief introduction to the history of the development of geometries from Euclid to the present, with emphasis on the significance of non-Euclidean geometries. Topics from projective geometry and its subgeometries, from affine to Euclidean. Alternate years offered 1985-86. *Prerequisite:* Mathematics 212.

Mr. Flesner

351-352 Mathematical Statistics and Probability

Probability, frequency distributions, sampling theory, testing hypotheses, estimation, correlation and regression, small sample distributions, and applications. *Prerequisites:* Mathematics 211, 212.

Mr. Fryling and Ms. Magness

356 Statistical Decision Theory

An introduction to applied decision theory using Bayesian statistics. Topics will include decision rules, risk, the likelihood principle, utility and loss, prior information and subjective probability, Bayesian analysis, and game theory. *Prerequisite:* Mathematics 351. Alternate years. Offered 1984-85.

Ms. Magness

358 Stochastic Processes

includes the principles of probability, both for discrete and continuous distributions. The Poisson and exponential distributions will be emphasized with applications to birth-death and queueing processes. Other topics included are: Markov chains, random walks, and Gaussian processes.

Prerequisite: Mathematics 351. Alternate years.

Offered 1985-86.

Mr. Fryling

362 Introduction to Operations Research

A study of techniques and tools used in mathematical models applied to the biological, management, and social sciences. Topics selected from the following: optimization, game theory, linear and non-linear programming, dynamic programming, transportation problems, and network analysis. The computer will be used extensively.

Prerequisites: Mathematics 211 and 212, or 118; and CS 105. Alternate years. Offered 1984-85.

Messrs. Kellelt and Leinbach

363 Differential Equations and Special Functions

First order ordinary differential equations, linear differential equations of first and second order, series solutions, Fourier series and integrals, partial differential equations of physics, Legendre polynomials, Bessel functions. *Prerequisites:* Mathematics 211, 212.

Mr. Mara

364 Complex Variables

Analytic functions, conformal mapping, complex integrals, Laurent series, theory of residues, potential theory.

Prerequisites: Mathematics 211, 212.

Messrs. Holder and Mara

366 Numerical Analysis

Numerical techniques of solving applied mathematical problems. A heavy emphasis is placed on the interrelation with these techniques and the digital computer. Topics to be covered are numerical solutions of systems of equations, the eigenvalue problem, interpolation and approximation, and numerical solutions to differential equations. Although emphasis is placed on the numerical techniques, consideration will also be given to computational efficiency and error analysis. *Prerequisites:* Mathematics 211, 212. Alternate years. Offered 1985-86.

Mr. Leinbach and Ms. Magness

371 Discrete Mathematical Structures

A study of the mathematical structures used in computer science as well as in many other contemporary applications of mathematics involving finite and countably infinite sets. Topics will include sets, relations, algebraic systems, graphs, formal systems, and combinatorics.

Prerequisite: Mathematics 212. Alternate years. Offered 1985-86.

Mr. Leinbach

381, 382 Selected Topics

Study of some advanced phase of mathematics not otherwise in the curriculum. The subject matter and the frequency of offering the course will be dependent on student interest. Some possible areas for study are: point set topology, combinatorics, graph theory, partial differential equations, differential geometry, complex variables, and number theory. *Prerequisite:* Permission of instructor.

Staff

Individualized Study

Pursuit of topics of an advanced nature by well qualified students through individual reading, under the supervision of staff members. *Prerequisite:* Permission of the department chairperson.

Staff

Military Science

Army ROTC: Military Science

Professor Riley (*Chairperson*)

Assistant Professors Hartman, Lamneck, and Smith

Assistant Instructors Nethken, Purnsley, and Ramirez

Overview

The Department of Military Science offers courses which develop a student's ability to organize, motivate, and lead others.

The freshman and sophomore years of military science are referred to as the Basic Course. There is no military obligation connected with enrollment in the courses offered. Completion of the Basic Course or credit for the Basic Course is required for entrance into the Advanced Course.

The junior and senior years of military science are referred to as the Advanced Course. Men and women enrolled in this course agree to a military service obligation. The active duty obligation is normally 3 years but can be as little as 3 months. This obligation should be investigated on an individual basis with a Military Science Department instructor. Students enrolled in the Advanced Course receive \$100.00 per month during the school year.

Advanced Course graduates are commissioned Second Lieutenants in the US Army, the Army Reserve, or the Army National Guard. In addition, Advanced Course graduates may also obtain educational delays from active duty for graduate studies.

The Military Science program offers a 4-year and a 2-year program for commissioning:

a. The 4-year program—

1. A college freshman enters the ROTC program during the fall semester of the freshman year and continues in the program through the senior year.
2. A freshman or sophomore may enter the program either during the second semester, freshman year or the first semester, sophomore year, and through compression of the military science courses, be eligible to enter the Advanced Course at the beginning of the junior year.

b. The 2-year program—

1. Successful completion of a six-week Basic Camp during the summer between sophomore and junior years can qualify individuals for placement in the Advanced Course at the beginning of the junior year.
2. Veterans and those who have received military training in high school, in college ROTC, or at a service school may be granted credit for the military science Basic Course and be eligible to enter the Advanced Course.

ROTC scholarships are offered on a competitive basis. Eligible students may apply for one, two or three-year scholarships which pay full tuition and textbook expenses plus \$100.00 per month.

Requirements and Recommendations

MS 101, 102, 201, and 202 are open to all freshmen and sophomores and incur no military obligation. MS 301, 302, 311, and 312 are open to those junior and senior students who have entered the Advanced Course and are seeking a commission in the US Army. These courses should be taken in sequence. Interested juniors and seniors not seeking a commission may enroll in the 300 level courses with the permission of the Department Chairperson.

101 Introduction to Military Science

Study of the organization of the Army and ROTC, the military as a profession, customs and courtesies of the service, a survey of the U.S. defense establishment, and introduction to leadership through practical exercises.

¼ Course Credit

102 American Military History—Principles of War.

Study of the Principles of War as they were employed by the developing American military forces throughout our national history. Emphasis will be placed on the correct application of these principles by today's Army.

¼ Course Credit

201 Orienteering

Study of the art of finding your way with map and compass across unknown terrain to a preselected destination. Skills involved in reading symbols on a topographic map and use of the compass will be developed. Practical application exercises will be used to enhance skills. Meets distribution requirement in Health and Physical Education in Group III Recreational Skills.

¼ Course Credit

202 Wilderness Survival

Study of basic skills and techniques which are required to insure survival in a wilderness environment. Emphasis will be placed on practical application experiences. Meets distribution requirement in Health and Physical Education in Group III Recreational Skills.

¼ Course Credit

301 Advanced Military Science I

Study of the principles of leadership and their application in both a military and non-military environment. The principles of personnel and equipment management are also studied.

1 Course Credit

302 Advanced Military Science II

Study of military operations involving various elements of the army, to include small unit tactics. The student learns through practical exercises the basic principles of handling tactical units in combat.

1 Course Credit

311 Advanced Military Science III

Seminar lecture with primary emphasis on military justice, staff organization, personnel and administration, and the Law of Land Warfare.

1 Course Credit

312 Advanced Military Science IV

Seminar-lecture primarily designed to prepare the student for commissioning. Military problem solving techniques, speaking and writing skills, and current military issues are addressed. The obligations and responsibilities of an Army officer are also stressed.

1 Course Credit

Leadership Laboratory

All ROTC cadets participate in a professional development laboratory on Tuesday afternoons at 4 pm each semester. This laboratory period is designed to provide an understanding of the fundamental concepts and principles of Military Science and an opportunity to develop leadership and management potential. Students will develop skills in Mountaineering, Survival, and Orienteering.

Music

Professor Weikel

Associate Professors Belt, Finstad, Getz, Nunamaker, and Zellner (*Chairperson*)

Assistant Professors Matsinko and Speck

Adjunct Assistant Professors T. Bowers and M. Hook

Adjunct Assistant Professor Pacenza

Adjunct Instructors B. Finstad and Wastler

Overview

The Music Department endeavors to introduce students to the historical significance of Western Music so that they have an understanding of their musical heritage and some knowledge of current musical trends. Supporting this historical knowledge is acquaintance by students with the basic elements of music (harmony, counterpoint, and form) and discovery of their own abilities through direct contact with, and creative manipulation of, such material. The music curriculum also involves the student in an intensive study of applied music. This encompasses two aspects: individual and group (or ensemble) experience. In the practice room, studio, and recital hall the student has an opportunity to refine the techniques for musical performance. In the ensemble the individual must work within a larger social context to achieve a common musical goal. The program also provides courses for the student who plans to enter the field of music education. These offerings are based on competencies prescribed by the Pennsylvania Department of Education. The Music Department offers programs leading to a Bachelor of Arts degree with a major in music and a Bachelor of Science degree with a major in music education.

Requirements and Recommendations

The Department requires an audition of all candidates proposing to major in music or music education. Appointments for such auditions should be made through the College Admissions Office. Requirements for a major in music leading to a Bachelor of Arts degree consist of twelve full courses (Music 141, 142, 241, 242, 341, 342, 312, 313, 314, 205, 206, and 456) plus seven quarter-courses in the student's major applied area. The major must also participate for four years in an authorized ensemble and present a recital in the senior year.

Music majors in the elementary education program must meet the same requirements as the B.A. candidate with the exception of courses 341 and 342.

The successful completion of the program leading to the Bachelor of Science degree in music education (see page 42) satisfies the Certification requirements for teaching music in elementary and secondary schools.

Distribution Requirements

The distribution requirement in art, music, creative writing, and theatre arts may be fulfilled by one of the following: Music 101, 103, 104, 105, 107, 109, 312, 313, 314, and certain designated January Term courses.

Performing Ensembles

All College students are eligible to audition for College Choir, Chapel Choir, Women's Chorus, Band, and Orchestra. Band members are eligible to audition for Jazz Ensemble, Brass Ensemble, Percussion Ensemble, and Clarinet Choir. Music majors and choir members are eligible to audition for the Chamber Choir. Auditions for all groups are held at the beginning of the school year or at other times by appointment.

101 Introduction to Music Listening

A consideration of the principal music forms against the background of the other arts. Intensive listening is an essential part of the course. Repeated spring term.

Messrs. Belt and Speck

103 The Symphony

The standard symphonic repertoire presented through listening. Attention will be given to stylistic changes in that music from the classic to the romantic and contemporary periods.

Mr. Belt

104 Opera

Study of standard operatic works. These are listened to and discussed as examples of drama and music.

Mr. Finstad

105 Introduction to Contemporary Music

Study of the major trends in twentieth century music with emphasis on the music of Debussy, Stravinsky, Schoenberg, Bartok, and the Avant Garde composers. This course is designed for students with some musical background.

Messrs. Belt and Speck

107 Music of the Romantic Era

Study of the philosophical background for nineteenth century music and its stylistic features. Extensive listening will be done in the areas of orchestral, vocal, and chamber music.

Mr. Nunamaker

109 Baroque Music

Study of Baroque music with some emphasis on stylistic comparisons with Baroque art and architecture. Included will be a brief background of the classical style of the Renaissance as a basis for contrast to the romantic style of the Baroque.

Mr. Belt

141 Theory I

Fundamentals of basic theory, notation, and nomenclature; introduction to writing skills; basic analytic technique; melodic analysis; correlated sight-singing and aural perception skills.

Mr. Getz

142 Theory II

Continuation of writing skills; analysis and writing of chorales; correlated sight singing and aural perception skills; keyboard harmony.

Messrs. Matsinko and Getz

241 Theory III

Study of the common practice period; extensive written and analytic projects; study of musical structure through small forms; correlated sight singing and aural perception skills.

Mr. Weikel

242 Theory IV

Study of late romanticism to the present day by means of analytic and written projects. Correlated sight-singing, aural perception skills, and keyboard harmony are included.

Mr. Weikel

341 Theory V

A study of the capabilities and limitations of the standard wind, string, and percussion instruments. Included is score study, transposition and emphasis on applied orchestration projects for laboratory performance and critique.

Mr. Speck

342 Theory VI

Study of the structural organization of music. Included will be the analysis of the larger forms of composition drawn from the standard literature of the eighteenth to twentieth centuries.

Mr. Weikel

205 Choral Conducting

Development of a basic conducting technique. Emphasis is placed upon the choral idiom including vocal problems and tonal development, diction, rehearsal procedures, interpretation, and suitable repertoire for school, church, and community.

Mr. Getz

206 Instrumental Conducting

Continued development of conducting skills and score. This involves interpretation, musical styles, balance, intonation, rehearsal procedures, and suitable repertoire for large and small ensembles.

Mr. Zellner

J 22 Principles and Procedures of Teaching Music in Elementary School

Study of the methods and materials of teaching music in the elementary grades. Various approaches to guiding pupils in perception of, reaction to, and evaluation of musical experience are included.

Mr. Finstad

303 Sixteenth-Century Counterpoint

Introduction to the contrapuntal technique of the sixteenth century through the study of plainsong and early motets. Composition in the small forms is a part of the course.

Mr. Weikel

304 Eighteenth-Century Counterpoint

Introduction to the contrapuntal style of the eighteenth century and an analysis of the baroque forms with attention to linear motion and fundamental harmonic progression. Composition in the various forms is required.

Mr. Weikel

312 History of Medieval, Renaissance, and Baroque Music

Study of the major forms and styles of music and composers from the pre-Christian era through the eighteenth century. Extensive use of musical examples and recordings is included.

Mr. Nunamaker

313 Music in Classic and Romantic Periods

Study of the principal stylistic tendencies of the periods of music from 1740 to c. 1900. Extensive listening to, and examination of, illustrative materials is an essential part of this course.

Mr. Nunamaker

314 Music in the Twentieth Century

Study of the principal stylistic tendencies of music as well as developments in experimental music from c. 1900 to the present with examination of the works of representative composers.

Mr. Nunamaker

321 Principles and Procedures of Teaching Music in the Secondary School

Study and evaluation of methods, materials, and techniques relative to music classes and performance groups with a development of a personal philosophy of music education.

Mr. Getz

474 Student Teaching

Teaching in public schools in cooperation with, and under the supervision of, experienced teachers. Individual conferences and seminars with the College supervisor and supervising teacher are required. Offered in spring term only.

Three Course Units
Mr. Getz

Individualized Study

Prerequisite: Approval of department and directing faculty member.

Applied Music

The Department offers instruction in voice, piano, organ, and the standard band and orchestral instruments. The repertoire is adapted to the student's ability. One quarter-course credit is given for one half-hour private lesson per week, per term. Some piano and voice instruction may be in group classes.

Students majoring in music who are candidates for the Bachelor of Arts degree may take up to eight quarter-courses of private instruction, and those who are candidates for the degree of Bachelor of Science in Music Education may take up to 12 quarter-courses of private instruction at no additional cost beyond the comprehensive fee.

The Department also sponsors various music organizations, including the College Choir, Chapel Choir, Women's Chorus, Band, and Orchestra. All college students are eligible to audition for any of these, either at the beginning of the school year or at other times by appointment.

111-112 Woodwind Instrument Class

Instruction in the technique of teaching and playing woodwind instruments, using the clarinet as the basic instrument.

Two ¼ courses
Mr. Zellner

113-114 Brass Instrument Class

Instruction in the technique of teaching and playing brass instruments. The trumpet or cornet is used as the basic brass instrument.

Two ¼ courses
Mr. Speck

115-116 Stringed Instrument Class

Instruction and practice in the techniques of stringed instruments and the organization of a string section.

Two ¼ courses
Mr. Nunamaker

117 Percussion Class

The organization of practical and theoretical materials concerning all of the percussion instruments, their performance techniques, and teaching procedures.

¼ course
Mr. Zellner

121 Voice

Private instruction in fundamentals of voice culture with emphasis upon breath control, resonance, tone quality, diction, pronunciation, and an appreciation of the best works of the masters. Repeated in the spring term. Fee for one half-hour lesson per week per term: \$170.

¼ course
Mr. Finstad and Ms. Hook

122 Voice Class

Study of vocal techniques using lectures, class discussions, and demonstrations. The course will have a practical workshop atmosphere: practicing basic vocal production with emphasis on posture, breath control, diction, and vowel formation. Fee for class lessons per term: \$170.

1/4 course
Mr. Finstad and Ms. Hook

123 Piano

Private instruction in the development of the necessary techniques for facility in reading and interpreting a musical score accurately at the keyboard. Literature includes representative compositions of various styles and periods. Public performance is required of those majoring in this area of concentration. Fee for one half-hour lesson per week per term: \$170.

1/4 Course
Messrs. Matsinko and Belt

124 Class Piano

Emphasis on sight-reading, ensemble playing, and harmonizing melodies with various types of accompaniment as well as playing some of the standard piano literature. Fee for class lessons per term: \$170.

1/4 course
Mr. Matsinko

125 Organ

Private instruction designed to include literature of various periods, sight-reading, hymn-playing, chant and anthem accompaniment. *Prerequisites:* satisfactory performance of all major and minor scales (two octaves) and a Bach Invention. Fee for one half-hour lesson per week per term: \$170.

1/4 course
Messrs. Weikel and Belt

127 Band Instrument Instruction

Private instruction emphasizing the fundamentals and repertoire for the performance of woodwind, brass, and percussion instruments. Fee for one half-hour lesson per week per term: \$170.

1/4 course
Ms. Bowers and Messrs. Wastler & Zellner

129 Stringed Instrument Instruction

Private instruction emphasizing both the fundamentals of string playing and repertoire. Fee for one half-hour lesson per week per term: \$170.

1/4 course
Mr. Nunamaker

131 College Choir

A variety of sacred and secular choral literature. In addition to appearances in nearby cities, the Choir makes an annual concert tour. Oratorios are presented in conjunction with the Chapel Choir. Four rehearsals weekly, first semester. Three rehearsals weekly, second semester.

No credit
Mr. Getz

132 Chapel Choir

Performs standard musical literature with the purpose of supporting and assisting the College community in the Sunday morning services. The Choir appears in nearby cities and makes a short tour each spring. Three rehearsals weekly.

No credit
Mr. Weikel

133 Band

Performs a wide variety of literature for the band. After several marching performances the symphonic band presents campus concerts and a spring tour of Pennsylvania and neighboring states. Four rehearsals weekly.

No credit
Mr. Speck

134 Women's Chorus

Exists to give those who so wish an opportunity to sing music written for women's voices. This group investigates and performs the best literature of this genre. The Women's Chorus also presents several concerts throughout the year and participates with the College and Chapel Choirs in oratorio and festival type works with orchestra.

No credit
Ms. Finstad

135 Orchestra

The study and performance of orchestral music of all eras. Membership is open to all students of qualifying ability. Two rehearsals weekly.

No credit
Mr. Nunamaker

456 Senior Recital

Solo or duo presentation of representative literature of various stylistic periods of the student's major applied area with emphasis on historical performance practice.

Philosophy

Professor Coulter (*Chairperson*)

Assistant Professors Portmess and Shaw

Overview

The Philosophy Department designs its courses with the following goals in mind: to promote inquiry into perennial philosophical questions such as the nature of justice, happiness, knowledge, and freedom; to produce awareness of the answers that have been proposed in response to these questions; and to provide tools for the analysis of the assumptions and values which underlie different intellectual disciplines. The study of philosophy encourages the student to develop the ability to analyze problems, understand central issues, and develop alternative solutions. It challenges the student to reflect upon problems involving values, to examine problems in an interdisciplinary way, to examine alternative world views and forms of knowledge, and to develop an awareness of intellectual history. Classes encourage discussion and writing. The study of philosophy is an integral part of an education in the liberal arts tradition.

A major in philosophy is excellent preparation for graduate school or for professional schools in almost any field. It is especially good background for law and the ministry. It will also prove valuable in any occupation which demands clear thinking and the ability to understand the points of view of other people. Individually, philosophy courses will prove useful supplements to course work in other areas. The Department is interested in assisting and encouraging students to design Special Majors in which philosophy is an integral part.

Requirements and Recommendations

Philosophy 101, 105, 113 and 211 have no prerequisites. Any 100 level course or 211 is recommended as preparation for a 200 or 300 level course, though the instructor may grant permission on an individual basis to equivalently prepared students.

A philosophy minor consists of any six courses in the Department, only two of which may be 100 level courses. A philosophy major consists of nine courses in philosophy, including either 211 or 113; at least two out of 203, 204, and 220; three 300 level courses and 460 (Senior Thesis).

Distribution Requirements

Any of the courses offered by the Department may be used to satisfy the distribution requirement in History, Philosophy, or Religion.

101 Introduction to Philosophy

A study of selected philosophical texts with the aim of developing the students' ability to read philosophy and to reflect and comment upon philosophical problems.

Staff

105 Contemporary Moral Issues

A study of moral problems facing individuals in our society. Selected readings dealing with moral disputes in business, politics, international affairs, medicine and social policy will be discussed along with the ethical theories which the various sides use to make their cases.

Mr. Shaw

113 Thinking Clearly

An informal logic course designed to help students develop the practical ability to analyze and to evaluate arguments and explanations. The course deals with clarifying language, with the analysis of arguments, with informal fallacies, with causal analyses, and with inductive reasoning. Not recommended for majors or for persons who have had Philosophy 211. Not offered every year.

Staff

203 Classical Greek and Roman Philosophy

A study of the philosophers and philosophies of ancient Greece and Rome. Major emphasis will be on the Pre-Socratics, Plato, Aristotle, and Hellenistic Neoplatonism.

Mr. Coulter

204 Medieval and Early Modern Philosophy

A study of philosophers and philosophies of Medieval and Early Modern Europe as these reflect the impact of religion and science on the traditional problems and assumptions of philosophy. Major thinkers to be studied include Augustine, Thomas Aquinas, Descartes, Leibniz, Spinoza, Locke, Berkely, Hume, and Kant.

Mr. Coulter

211 Logic and Semantics

An introduction to formal logic and a study of the uses of language, with particular reference to the nature of inference from premises to conclusion; rules for deductive inference; construction of formal proofs in sentential and quantificational logic; the nature of language; informal inferences and fallacies; theory of definition.

Mr. Coulter

220 Nineteenth Century Philosophy

A study of leading European thinkers of the Nineteenth Century, including readings from Hegel, Feuerbach, Marx, Mill, Freud, Kierkegaard and Nietzsche.

Ms. Portmess

234 Philosophy of Art

A survey of the major paradigms in the history of aesthetic theory (e.g. formalism, imitation theory, etc.), with emphasis on the relation of aesthetics to other aspects of philosophy. Such issues as the nature and function(s) of art and the qualifications of a good critic will be discussed.

Mr. Shaw

235 Philosophical Ideas in Literature

A study of the treatment and evaluation of philosophical issues as presented in literature, through reading pairs of philosophical and literary works (e.g., Plato's *Symposium* and Shakespeare's *Sonnets*) which deal with similar themes. Metaphysical, ethical and aesthetic topics will be discussed, with emphasis on the similarities and differences between the philosophical and literary approaches to them. *Prerequisite*: one course in philosophy, background in literature, or permission of instructor.

Mr. Shaw

237 Philosophy of Religion

A study of philosophical problems relating to the reasonableness of religious beliefs. Problems include the meaning of religious concepts and the various ways in which religious beliefs are proved or otherwise justified. Not offered every year.

Mr. Coulter

350, 351, etc. Topics in Philosophy

Studies of philosophical topics as treated by Twentieth Century philosophers. Topics will differ each term and will be announced in advance. *Prerequisites*: Major or Minor in Philosophy or Permission of the Instructor.

Staff

460 Senior Thesis

An individualized study project involving the research of a topic and the preparation of a major paper. This will normally be done during the fall or spring term of the senior year. *Prerequisite*: Major or Minor in Philosophy.

Staff

Physics

Professors T. Daniels, Haskins, T. J. Hendrickson, and Mara

Associate Professors Cowan (*Chairperson*), Marschall, and W. J. Scott

Overview

Within wide limits, a physics major can be tailored to meet the needs and desires of individual students. A major in physics is appropriate for those who enjoy the subject and who have no particular career in mind. It is also suitable preparation for careers ranging from government and law to theoretical physics and molecular biology.

Persons who become physics majors ought to be curious about the ways of nature and have a strong urge to satisfy this curiosity. Their success depends upon their ability to devise and perform meaningful experiments, their intuitive understanding of the way nature behaves, and their skill in casting ideas into mathematical forms. No two majors are endowed with precisely the same division of these talents, but they must develop some proficiency in each.

Courses in the Department emphasize those theories and principles that give a broad, unifying understanding of nature and the analytical reasoning needed for their use. Laboratory training stresses the design of experiments, the techniques of precise measurement, and the interpretation of data.

Requirements and Recommendations

The minimum physics major consists of eight courses including Physics 111, 112, 211, 212, 311, 312, and J 26. This minimum major is more than adequate preparation for physics certification for secondary school teaching and industrial or government laboratory work. Anyone for whom graduate study is a possibility should plan to take twelve courses in the Department. Students are not permitted to take more than twelve courses in the Department without the permission of the Department unless the thirteenth course is Physics 462. Gettysburg physics graduates have selected a wide range of fields for graduate study, including: astronomy; astrophysics; biophysics; business; geophysics; environmental, electrical, nuclear, and ocean engineering; physics; and physiological psychology.

All majors must complete mathematics courses through Mathematics 212 or its equivalent. Those planning to go to graduate school should also complete the Applied Analysis course Mathematics 363-364. Majors are expected to exhibit increasing competence with computer facilities as they progress through the courses in the physics curriculum.

All majors should consider the opportunities afforded by Physics 462. This course provides a research experience in conjunction with a faculty member in either physics or astronomy.

Freshmen who are considering a major in physics should enroll in Physics 111, 112 and Mathematics 111-112, if possible. While it is desirable for majors to take this freshman program, students may accomplish a full major in physics even if they take Physics 111, 112 in their sophomore year.

A minor in physics consists of Physics 111-112, 211-212 plus any two courses in Physics beyond the 100 level including J 33 and J 26.

Distribution Requirements

The laboratory science distribution requirement may be satisfied by taking one course from among Physics 101, 103, or 111 and one course from Physics J 1, 102, 104, or 112.

The prerequisites listed below in the course descriptions are meant only as guides. Any course is open to students who have the permission of the instructor.

Special Facilities

In addition to the usual classrooms, seminar rooms, laboratories, and faculty offices, Masters Hall contains the physics library, a machine shop, and a planetarium. The Department has well equipped nuclear physics, X-ray, optics, and electronics laboratories, and it directs the observatory and the planetarium. Some of the larger pieces of equipment are multichannel analyzers, coincidence-anticoincidence circuitry, two X-ray diffraction units, a Mössbauer analyzer, a neutron howitzer, a 16" Cassegrain telescope with cameras, a UVB photometer, a 12" electromagnet, and an astronomical spectrometer. Computational resources include several microcomputers and terminals which access the College's Burroughs Computer.

Special Programs

The Department administers the Cooperative Engineering Program with Pennsylvania State University, Washington University in St. Louis, and Rensselaer Polytechnic Institute. Students selecting this program will take Physics 111, 112, 211, J 33, and 216 and will graduate from Gettysburg with a major in Physics upon successful completion of an engineering degree at Pennsylvania State, Washington University in St. Louis, or RPI. For more details on the Cooperative Engineering Program, see page 52.

Further details about the physics and the cooperative engineering program are described in the Handbook for Students prepared by the Physics Department. Majors and prospective majors are encouraged to request a copy from the Physics Department office.

101, 102 General Physics

An introduction to the basic concepts of classical and modern physics with applications in a contemporary context. The fields covered include mechanics, energy, heat, waves, sound, electricity, magnetism, relativity, and atomic and nuclear physics. These courses are designed for students who are not majoring in the sciences.

Prerequisite: Competence in high school algebra. Three class and three laboratory hours.

Messrs. Hendrickson and Scott

J 1 Vibrations, Waves, and Music

An introduction to the physical principles employed in the production of sound and music. The acoustical properties of musical instruments will be studied in depth. The laboratory provides experience in electrical measurements, vibrations, and the analysis, synthesis, and production of sound. Opportunities exist for individual projects such as the design and construction of a simple musical instrument. The level of mathematics required is elementary algebra. Some experience in music is expected. Physics 101 and Physics J 1 will complete the laboratory science distribution requirement. *Prerequisite:* Physics 101 or consent of instructor. Class and laboratory hours.

Messrs. Hendrickson and Scott

103, 104 Elementary Physics

A general coverage of the fields of classical and modern physics with time devoted to areas of special interest in biology; fluids, heat, radiation, and numerous applications. While particularly useful for biology majors, the course will serve any student as an introduction to a wide range of topics in physics. Rudimentary calculus is taught and used. *Prerequisite:* facility in algebra and geometry. Three class hours and three laboratory hours.

Messrs. Cowan and Daniels

108 Introductory Astronomy

Fundamental observations of classical astronomy and the recent discoveries of modern astrophysics. Starting with the solar system, the course surveys contemporary knowledge of stellar systems and of the structure and behavior of the universe at large. Physical principles of gravitation, relativity, atomic and nuclear structure, and electromagnetic radiation are introduced where they apply to astronomical problems. Frequent observational activities at the College Observatory will be scheduled to supplement the lectures. *Prerequisite:* High school algebra and trigonometry will be helpful. Three class hours and occasional evening observing sessions.

Mr. Marschall

109 Topics in Astronomy

Highlighting a single area of current interest in astronomy. The development and present state of thinking in such fields as the structure and origin of the solar system, stellar and galactic evolution, extraterrestrial life, and cosmology may be investigated. The specific area of concentration will be published in the announcement of courses during the spring preceding the course. May not be counted toward the minimum requirement for a major in physics. *Prerequisite:* Completion of the College science distribution requirement or the consent of the instructor.

Mr. Marshall

111 Mechanics

An introduction to classical mechanics: laws of motion and the conservation laws of linear momentum, energy, and angular momentum. The rudiments of calculus and vector analysis are introduced and used throughout the course. Laboratory work emphasizes the detection, measurement, and interpretation of electrical signals and elementary circuit analysis. Students already having credit for Physics 101, 102 or 103, 104 may register for Physics 111 for credit only with the permission of the Department. *Prerequisite:* Mathematics 111, which may be taken concurrently. Four class hours and three laboratory hours.

Mr. Mara

112 Heat, Electricity, Magnetism, and Relativity

Heat and the first and second laws of thermodynamics, electrostatic fields, currents, magnetic fields, electromagnetic induction, Maxwell's equations, light as a propagating electromagnetic disturbance, and the special theory of relativity. Laboratory work emphasizes the detection, measurement, and interpretation of optical signals and nuclear radiation. *Prerequisite:* Physics 111. Four class hours and three laboratory hours.

Mr. Mara

211 Vibrations, Waves, and Optics

Simple harmonic motion including damped and forced oscillations of mechanical and electrical systems. Coupled and continuous systems are also treated. Properties of light and sound, including reflection, polarization, interference, and diffraction are covered as well as physical and geometrical optics. *Prerequisite:* Physics 112. Three class hours and one afternoon laboratory.

Mr. Haskins

212 Atomic and Nuclear Physics I

Experimental foundations of atomic physics and their use in developing the quantum theory. Some of the topics included are: kinetic theory, blackbody radiation, photoelectric effect, Rutherford's atom, x-rays, Compton effect, Bohr-Sommerfeld theory, spectra, spin, magnetic moments, de Broglie wavelength, uncertainty principle, radioactivity, particles. *Prerequisite:* Physics 211. Three class hours and one afternoon laboratory.

Messrs. Cowan and Daniels

J 33 Engineering Mechanics: Statics

Equilibrium of coplanar and noncoplanar force systems; analysis of structures, friction, centroids, and moments of inertia. Required for engineering students. *Prerequisites:* Physics 112, Mathematics 211.

Mr. Daniels

216 Engineering Mechanics: Dynamics

Motion of a particle, translation and rotation of rigid bodies, work and energy, impulse and momentum. Required for engineering students. *Prerequisite:* Physics J 33. Three class hours.

Mr. Scott

301 Electronics

Characteristics of semiconductor junction devices. Circuits using these devices include amplifiers, oscillators, operational amplifiers, switching circuits, and digital circuits. *Prerequisite:* Physics 112. Two class hours and six laboratory hours.

Mr. Daniels

311 Atomic and Nuclear Physics II

A continuation of Physics 212. Course begins with an introduction to quantum mechanics. The harmonic oscillator, potential wells and barriers, the hydrogen atom, and the helium atom are treated at an intermediate level. Other topics include the spectra of multielectron atoms, quantum statistics, band theory of solids, nuclear models, nuclear and fusion reactors and their impact on society, accelerators, and beta decay. *Prerequisites:* Physics 212 and Mathematics 212. Three class hours and three laboratory hours.

Mr. Daniels

312 Thermodynamics and Statistical Physics

Temperature, heat, the first and second laws of thermodynamics, introductory statistical physics; Maxwell-Boltzmann, Fermi-Dirac, and Bose-Einstein statistics. Applications to selected topics in solid state physics, low temperature physics, and other fields are included. *Prerequisite:* Physics 311. Three class hours.

Mr. Hendrickson

319 Classical Mechanics

Advanced Newtonian mechanics for upperclass physics majors. Topics include equations of motion, non-inertial reference systems, conservation laws, central force motion, rigid body motion, Euler's equations, Lagrangian and Hamiltonian mechanics. *Prerequisites:* Physics 211 and Mathematics 212.

Mr. Cowan

J 26 Advanced Physics Laboratory

A laboratory course with experiments drawn from various areas of physics such as: optics, electromagnetism, atomic physics, and nuclear physics with particular emphasis on contemporary methods. Error analysis and experimental techniques are stressed. Normally taken by physics majors in January of their junior year.

Messrs. Cowan and Haskins

330 Electricity and Magnetism

Static electric and magnetic fields, electromagnetic induction. Maxwell's equations in space, fields in matter, time dependent fields. *Prerequisites:* Physics 112 and Mathematics 363. Three class hours.

Mr. Marschall

341 Quantum Mechanics

An introduction to the Schrodinger and Heisenberg formulations of quantum mechanics. Topics covered include potential wells and barriers, the harmonic oscillator, the rigid rotor, angular momentum, hydrogen atom fine and hyperfine structure, time-independent perturbation theory, the helium atom and many electron atoms. *Prerequisite:* Physics 311 and 319, Mathematics 363. Three class hours.

Mr. Mara

342 Relativity: Nuclear and Particle Physics

Special relativity: includes four vectors, tensor analysis, electromagnetic field. Nuclear and particle physics at a level requiring quantum mechanics are covered including time dependent perturbation theory, scattering, Breit-Wigner cross-section, Mossbauer effect, and isotopic spin. *Prerequisite:* Physics 341. Three class hours.

Mr. Haskins

452 Tutorials: Special Topics

Designed to cover physics or physics related topics not otherwise available in the curriculum. Open to upperclass physics majors who arrange with a staff member for supervision. Possible areas of study include advanced electronics, medical physics, astrophysics, acoustics, optics. *Prerequisite:* approval by Department.

Staff

462 Independent Study in Physics and Astronomy

Experimental or theoretical investigation of a research level problem selected by a student in consultation with a staff member. Students should arrange with a staff member for supervision by the end of the junior year. Open only to second semester senior physics majors. Results of the investigation are reported in a departmental colloquium. *Prerequisite:* approval by Department.

Staff

Political Science

Professor Boenau

Associate Professors Borock (*Chairperson*), Mott, and D. Tannenbaum

Assistant Professor Sylvester

Adjunct Professor Plischke

Instructor Martin

Overview

The Department aims at providing an understanding of the study of politics, emphasizing the methods and approaches of political science and the workings of political systems in various domestic, foreign, and international settings.

The program provides balance between the needs of specialists who intend to pursue graduate or professional training and those who do not. Courses offered in the Department help prepare the student for careers in politics, federal, state, and local government, public and private interest groups, business, journalism, law, and teaching.

Requirements and Recommendations

The requirements for a major in political science are as follows. Majors in the Department are required to take a minimum of 10 courses in political science. Political Science 101, 102, 103, and 104 are required of all majors, and serve as prerequisites for corresponding upper-level courses. These courses are intended to introduce the student to the major fields of political science.

Political Science 101, 102, 103, and 104 may be taken in any order, but should be completed before the end of the sophomore year. Upper-level courses may be taken as early as the sophomore year provided the student has met the particular prerequisites for those courses. Majors are required to take at least one 200 or 300-level course in three of the following groups: American Government, Comparative Politics, International Relations, Political Theory. Courses graded S/U are not accepted toward a major.

Requirements for a minor in political science are as follows: successful completion of any two 100-level courses and any four upper-level courses which normally count toward the major, provided that they do not all fall into the same sub-field.

Departmental honors in political science will be awarded to graduating majors who have achieved an average of 3.5 in political science courses and who have successfully completed and defended an Honors Thesis.

In the junior and senior years, majors are urged to participate in seminars, individualized study, and internships. Majors also are encouraged to enroll in related courses in other social sciences and in the humanities.

Distribution Requirements

Any of the following courses may be counted towards the College distribution requirements in social sciences: 101, 102, 103, and 104. The following courses may be counted towards the College distribution requirement in Non-Western culture: 263 and 265.

Special Programs

Qualified students may participate in off-campus programs, such as the Washington Semester, The United Nations Semester, and study abroad.

Introductory Courses

101 American Government

Examination of the institutional structure and policy-making process of national government as reflections of assumptions of liberal democracy and the American social and economic systems. In addition to the legislative, executive, and judicial branches of government, political parties, interest groups, and elections are considered.

Mr. Mott and Ms. Martin

102 Introduction to Political Thought

Analysis of political philosophies dealing with fundamental problems of political association. The course will examine concepts of power, authority, freedom, equality, social justice, and order as expressed in works of philosophers from Plato to Marx.

Mr. Tannenbaum

103 Global Politics

Examination of the behavior of nation-states in the international system from a micropolitical perspective that encompasses such topics as nationalism, power, and war as well as from a macropolitical perspective that stresses broad trends such as political and economic interdependence and the effects of modernization.

Ms. Sylvester and Mr. Borock

104 Introduction to Comparative Politics

Introduction to the structure and processes of political institutions in major types of political systems, including parliamentary systems, the soviet system, and systems in developing countries.

Mr. Boenau

Comparative Politics

260 Comparative Parliamentary Systems

Analysis and comparison of parliamentary systems in Europe, Asia, and Commonwealth countries, focusing on interest groups, political parties, political elites, public participation, governmental structures and processes, and case studies of political systems in operation.

Prerequisite: PS 104 or permission of instructor.

Mr. Boenau

261 Comparative Communist Systems

Analysis and comparison of the political systems of the USSR, Eastern Europe, and China, focusing on the role of the communist party, the problem of succession, and case studies of political systems in operation.

Prerequisite: PS 104 or permission of instructor.

Mr. Boenau

263 The Politics of Developing Areas

Introduction to the study of political development and underdevelopment, including approaches to Third World politics; the nature of traditional politics; disruptions caused by colonialism and imperialism; the reformation of domestic politics; contemporary political processes and problems. *Prerequisite:* PS 104 or permission of the instructor.

Ms. Sylvester

265 African Politics

An examination of the dynamics of political change and continuity in independent Africa. Topics include colonialism, national liberation struggles, imperialism, dependency, institutional direction (e.g., parties, the military, the bureaucracy) and the politics of economic development. *Prerequisite:* PS 104 or permission of instructor.

Ms. Sylvester

American Government

220 Urban Politics

Study of the changing patterns in American urban life. Particular attention will be given to the governing of urban America in the past, present, and future, and the structure of power that has affected urban policy decisions. *Prerequisite:* PS 101 or permission of the instructor.

Ms. Martin

222 Public Administration

Study of the politics, structure, and procedures of governmental administration. Particular attention is given to the administrative process, policy-making, and the public responsibility of administrators. *Prerequisite:* PS 101 or permission of the instructor.

Mr. Tannenbaum

223 Congress

Study of the United States Congress focusing on theories of representation, nomination and electoral processes, internal organization of Congress, influences on Congressional policy-making, and Congressional interaction with other participants in the policy process. *Prerequisite:* PS 101 or permission of instructor.

Ms. Martin

224 Presidential Politics

Study of the role of the Presidency in the American political system, the selection of presidential candidates, the Presidency and bureaucratic structures and procedures, presidential leadership, and the Presidency in the policy process. *Prerequisite:* PS 101 or permission of the instructor.

Ms. Martin

225 American Constitutional Law

Study of the judicial process in the United States, with particular focus on the Supreme Court and its historical role in nation-building, establishing principles of federalism and the separation of powers, and determining the scope of personal and property rights. *Prerequisite:* PS 101 or permission of instructor.

Mr. Mott

231 American Parties and Politics

Examination of political parties, their role in democracy, and the nature of the party system in relation to other social and political processes. Aspects of voting behavior and campaign techniques are considered. *Prerequisite:* PS 101 or permission of instructor.

Mr. Mott

322 Civil Rights and Liberties

Study of selected problems involving interpretations of the Bill of Rights. Attention will be given to both the evolution and current standing of issues treated by the Supreme Court. *Prerequisite:* PS 225 or permission of instructor.

Mr. Mott

International Relations**242 United States Foreign Policy**

Examination of the formulation of policy within the national government structure, including the varying perspectives on goals and objectives; the implementation of policy; and the impact of policy domestically and internationally. Topics include: decisionmaking; the arms race; foreign economic policy; military intervention; alliance systems; foreign aid; and the East-West/North-South confrontations. *Prerequisite:* 103 or permission of instructor.

Mr. Borock

245 World Order

Examination of the roles of non-state actors, international government and non-government organizations in the operation of the international system. Attention will be given to the United Nations and its agencies, multinational corporations, regional security systems, financial institutions, resource cartels and trade associations. *Prerequisite:* PS 103 or permission of the instructor.

Mr. Borock

341 International Political Economy

Probes the impact of economic factors on the international political system and various sub-systems. Capitalist, Marxist, and socialist economic theories are discussed as well as specific relations of trade, production, monetary exchange, and economic organization within the West, between East and West, and between North and South. *Prerequisite:* PS 103 or permission of instructor.

Ms. Sylvester

344 United States Defense Policy

Examination of the process by which military and political decisions join to form a unified policy to protect vital interests. Attention will be given to decisionmaking processes, defense spending, civilian-military relationships, the impact of technological change, strategies for nuclear and conventional confrontations and alliance maintenance. *Prerequisites:* PS 103 or permission of instructor.

Mr. Borock

Political Theory**280 Modern Political Ideologies**

Study of the philosophical content and the role of political ideologies in the modern world, with emphasis on liberalism, socialism, communism, and fascism. The concept of ideology, historical development and the intersection and overlap of ideologies, and the influence of ideologies on political behavior will also be considered. *Prerequisite:* PS 102 or permission of instructor.

Mr. Tannenbaum

281 Elites and Masses

Examination of selected political theories which deal with the relationship of elites and masses in modern society. Among the writers to be considered are Burke, De Tocqueville, Mosca, Pareto, Michaels, Ortega y Gasset, and Lenin. *Prerequisite:* PS 102 or permission of instructor.

Mr. Boenau

380 Marxism

Examination of Marxism through close textual analysis of books, polemical tracts, and other writings of Marx and Engels, and selected readings from the critical literature on Marxism. *Prerequisite:* PS 102 or permission of instructor.

Mr. Boenau

381 American Political Thought

The development of political thought in America from the colonial period to the present. In addition to examining individual writers and movements, the course will consider the relationship of the ideas examined to the broader tradition of Western Political Philosophy. *Prerequisite:* PS 102 or permission of instructor. Alternate years offered 1983-84.

Mr. Tannenbaum

Advanced Courses

400 Seminars

Advanced study of domestic, foreign, or world politics. A common core of reading and written reports by each student is provided. Topics differ each term and will be announced in advance. Enrollment by permission of instructor.

Staff

Individualized Study

Intensive research on an approved topic presented in oral or written reports, under the supervision of a member of the department faculty.

Staff

Psychology

Professors D'Agostino and Mudd

Associate Professors Frank, Gobbel (*Chairperson*), Pittman, and Shand

Assistant Professors Riggs and Strandburg

Adjunct Professor Muchinsky

Adjunct Assistant Professor Yelinek

Overview

The Department emphasizes human, experimental psychology in all of its course offerings. The objective of the Department is to promote knowledge of behavior, with emphasis on the formation of a scientific attitude toward behavior and appreciation of the complexity of human personality. This objective is approached by providing a representative array of courses in psychology, including seminars, special topics, and independent study, and by providing selected opportunities for field work. Direct experience with the major methods, instruments, and theoretical tools of the discipline is emphasized throughout.

Requirements and Recommendations

Psychology 101 is a prerequisite for all other courses in the Department. Requirements for a major include Mathematics 107, Psychology 101, 305, 341; one of the following laboratory courses: 314, 316, 317, 318, 325, or 336; and, four additional courses in psychology. Majors should note that most laboratory courses have a 200 level course as a prerequisite.

It is possible for those who have scored 60 or above on the CLEP (College-Level Examination Program) General Psychology examination to waive the introductory course (Psychology 101) and to qualify for advanced placement in the department. Write College Entrance Examination Board, Box 1822, Princeton, N.J. 08540 for information about taking the CLEP exam.

It is recommended that students looking forward to admission to graduate school take Psychology 211 and two advanced laboratory courses, one from each of the following two groups: (a) 314, 318, 325, and (b) 316, 317, 336. Training in computer science is recommended for all majors and is highly recommended for those planning to go on to graduate work. Students should consult with their advisers for specific information on the prerequisites for work at the graduate level in the specialized areas of psychology.

Departmental Honors in psychology are awarded to graduating majors who, in the combined judgment of the staff, have demonstrated academic excellence in course work and who have completed an Individualized Study. The Honors Thesis, open by invitation of the Department Staff only, is not required for Departmental Honors.

Distribution Requirements

The following courses may be used to fulfill the distribution requirement in social sciences: 101, 204, 210, 212, 214, 221, 225, 226, 230, 326, and designated January Term courses.

101 General Psychology

An introduction to the basic facts, theories, and principles of psychology, including the study of human motivation, learning, emotion, perception, thought, intelligence, and personality. Some attention is given to the applications of psychology. Repeated spring term. May be used toward fulfilling the distribution requirement in the social sciences.

Staff

204 Human Information Processing

Starting from theoretical concepts and methods surveyed in Psychology 101, the topics of sensation, perception, and cognitive processes are developed more completely. Offered in the spring term.

Mr. D'Agostino

210 Behavioral Economics and Social Engineering

Introduction to behavioral economics and the implications of that field for social planning in a high mass consumption society. The potential contribution of behavioral systems analysis and social science research to more effective social and economical planning is considered. Two three hour seminars (arranged) are required in the course of the term. Alternate years. Not offered 1984-85.

Mr. Mudd

211 Psychological Tests and Measurements

Fundamental principles in the development of reliable and valid devices designed to reveal measurable characteristics of personality and intelligence. Special emphasis is placed on the critical evaluation of tests, the assumptions underlying their construction, and the role of testing as one of the basic procedures of social science. *Prerequisite:* Math 107 (may be taken concurrently). Three class hours and three laboratory hours.

Mr. Shand

212 Industrial and Organizational Psychology

An introduction to industrial and organizational psychology including theory and practice in the following areas: personnel, organizational behavior and development, and industrial relations. Equal attention is given to theory and applications. Several group projects are required in addition to the normal examination pattern. Three class hours. Offered in alternative years with Psychology 210. *Prerequisite:* Psychology 101. Not offered 1984-85.

Mr. Mudd

214 Social Psychology

Review of current psychological theory and research in social psychology. Topics include attitude and behavior change, conformity, attraction, interpersonal perception, and psychological aspects of social interaction.

Ms. Riggs and Mr. Pittman

221 Basic Dynamics of Personality

Uses textbooks and collateral readings in an introduction to theories and strategies in personology. Lecture and discussion focus on learning, affective, and cognitive processes as they blend in personality. The usefulness of verifiable evidence is emphasized.

Mr. Frank

225 Developmental Psychology: Infancy and Childhood

The psychological development of the individual from conception to adolescence. Theory, methodology, and research are presented from a developmental perspective. Content areas include perception, learning, cognition, language, social and moral development.

Ms. Gobbel and Mr. Pittman

226 Developmental Psychology: Adolescence

A review of theory and research concerned with the psychological development of the adolescent. Topics include: research methods; physiological changes; cognitive development; vocational, social sex-role, and value development; and the search for identity. Psychology 225 is recommended as a prerequisite but not required.

Ms. Gobbel

230 The Psychology of Religious Beliefs, Attitudes and Values

Empirical findings in the recent scientific study of religion regarding the development of religious and moral traits of character, the personality structure of the religious person, normal and abnormal aspects of religious experiences, beliefs, and practices.

Mr. Shand

305 Experimental Methods

An introduction to scientific method and experimental design. Emphasis is placed on kinds and sources of error in experimentation, methods of control, and design and analysis of experiments. *Prerequisites:* Psychology 101 and Mathematics 107. Three class hours and three laboratory hours.

Ms. Riggs and Messrs. D'Agostino and Mudd

314 Assessment of Personality and Intelligence

Correlation, experimental, and projective methods for the study of such topics as abilities, humor, self-concepts, prejudice, handwriting, belief, creativity, art, and music. Each student will design an experiment and a factor-analytic study related to one topic. *Prerequisites:* Psychology 305 and Psychology 211. Three class hours and the equivalent of three laboratory hours.

Mr. Shand

316 Perception

Introduction to sensory and perceptual processes in vision. Lectures deal with sensory coding, feature detection, figural synthesis, and semantic integration. Laboratory work includes several minor studies and one major research study on a special topic of the student's own choice on some aspect of human facial perception. *Prerequisite:* Psychology 305. Three class hours and the equivalent of three laboratory hours.

Mr. Mudd

317 Memory and Cognition

An introduction to human memory and cognitive processes. Associative, organizational, and information-processing theories of memory will be reviewed. Attention will also focus on factors known to influence the storage and retrieval of information. *Prerequisites:* Psychology 305, 204 (or permission of the instructor). Three class hours and three laboratory hours.

Mr. D'Agostino

318 Experimental Social Psychology

Study of specific content areas in social psychology. Current theories and empirical data will be used to illustrate experimental designs and relevant methodological considerations. Laboratory work includes the design, execution, and analysis of two original experiments. *Prerequisites:* Psychology 214 and Psychology 305, or permission of the instructor. Three class hours and the equivalent of three laboratory hours.

Ms. Riggs and Mr. Pittman

322 Clinical and Counseling Psychology: Uses and Abuses

Presents an introduction to the history, problems, methods, values, and ethics relating to clinical and counseling psychology. The course is not a practicum. *Prerequisite:* Psychology 221 or 326. Offered spring term, alternate years.

Mr. Frank

325 Life-Span Development—An Experimental Approach

An intensive study of one or more areas of research in cognitive, social, or language development. Emphasis is placed on unique characteristics of research with children and/or adults across the lifespan. Laboratory work includes the design, execution, and analysis of a research project. *Prerequisites:* Psychology 225 and Psychology 305. Three class hours and three laboratory hours.

Ms. Gobbel

326 Abnormal Psychology

The study of abnormalities of personality and behavior which commonly occur in mentally handicapped, deviant, neurotic, and psychotic persons. The general principles of abnormal personality development, including those of psychoanalysis, are reviewed and illustrative case materials are presented. Film demonstrations of abnormal phenomena are given, and a field trip is taken to a mental institution. Psychology 214, or 221 recommended but not required; not open to freshmen.

Mr. Shand

336 Physiological Psychology

Study of the anatomical and physiological bases of behavior and cognition. Emphasis is on the neuropsychology of sensation, motivation, memory, and thinking. *Prerequisites:* Psychology 101, Biology 101, 102, or 111, 112, and either Psychology 305 or permission of the instructor. Three class periods and three laboratory hours.

Mr. Strandburg

341 History and Theories of Psychology

A review of the development of psychology to the present. Emphasis is on the contributions of empiricism, structuralism, functionalism, behaviorism, Gestalt, and psychoanalysis to contemporary psychology.

Mr. Mudd

400 Seminar

An opportunity to work on a selected topic in a small group under the guidance of a member of the staff. Not offered every term. The topic for a given term is announced well in advance. Enrollment by permission of the instructor. May be repeated.

Staff

421 Personality Theory: Seminar

Examines critically and in detail selected theories of personality. Primary and secondary sources are used for each theory studied. Verifiable evidence is examined as it may augment or challenge theory. *Prerequisites:* Psychology 221 and Junior or Senior status. Meets three hours once a week. Alternate years. Offered 1985-86.

Mr. Frank

Individualized Reading

Opportunity to do intensive and critical reading and to write a term paper on a topic of special interest. Student will be expected to become thoroughly familiar with reference books, microfilms, and scientific journals available for library research in the field of psychology. *Prerequisite:* permission of the instructor. May be repeated.

Staff

Individualized Empirical Research

Design and conduct of an empirical study involving the collection and analysis of data in relation to some psychological problem under the supervision of a staff member. Students are required to present an acceptable research proposal no later than four weeks following the beginning of the term or to withdraw from the course. Research culminates in a paper. *Prerequisite:* permission of the instructor. May be repeated.

Staff

Honors Thesis

Designed to meet the needs of the clearly superior student. During the senior year each participant will engage in an original program of research under the direction of a thesis committee. In addition to completing a formal thesis, each student will present and discuss his or her research before the entire staff. Successful completion of the program entitles the student to receive credit for two courses which can be applied towards a Psychology major. *Prerequisite:* by invitation of the Department only.

Staff

Religion

Professors Freed, Hammann, Loose, and Moore
(Chairperson)

Associate Professor Trone

Assistant Professor Campbell

Overview

Essential to an understanding of the past and the present is a study of the varied religious experiences, beliefs, and institutions of humankind. The Department offers the student a variety of courses in which the complex phenomenon of religion can be investigated. A student may elect courses in biblical studies, history of religions, and religious thought.

Requirements and Recommendations

A major consists of 8 courses in the Department. One of the 8 must be Religion 464: "Individualized Study for Majors." No more than 3 courses of the 8 may be 100-level courses, and none of the 8 courses may be taken S/U. Since some upper-level courses are not offered every year, students should consult with individual instructors when planning their programs. Those planning to attend seminary or a graduate school in religion should consider either a major or a minor in the Department.

A minor consists of 6 courses in the Department. No more than 2 of the 6 courses may be 100-level courses, and none of the 6 may be taken S/U. At least one of the 6 must be above the 200-level. The student must contact the Religion Department Chairperson to declare a minor and to be assigned an adviser.

Distribution Requirements

Any one of the following courses will fulfill the one-course distribution requirement in religion: 101, 111, 117, 121, 122, 123, 127, 132, 135, 137, and 138. Any courses offered in the fall and spring terms (except for Individualized Study) and some of the January Term courses may also fulfill one course of the two-course distribution requirement in history/philosophy/religion, which is in addition to the 100-level course distribution requirement in religion. The following courses meet the distribution requirement in Non-Western culture: 202, 241, and 242.

Biblical Studies**101 History, Literature, and Religion of the Old Testament**

A study of the history, literature, and religion of the Hebrews from the age of Abraham to about 300 B.C. The history and culture of Israel are related to those of surrounding nations, with special emphasis on the relevancy of archeological data.

Mr. Moore

111 History, Literature, and Religion of the New Testament

A study of the writings of the New Testament as they originated in their Greco-Roman milieu. Emphasis is on the distinctive purposes and main content of each writing. The use of source, form, and redaction criticism as tools for the academic study of the New Testament is demonstrated.

Mr. Freed

117 Topics in Biblical Studies

An intensive study of a religious topic, problem, writer, or theme in the field of Biblical Studies. Offered at the discretion of the Department.

Staff

201 The Prophets of the Old Testament

A study of the life and times of Israel's prophets as drawn from the Old Testament and extra-Biblical sources, with special emphasis given to both the importance of prophetic interpretations for their own day and to their lasting effect upon Judeo-Christian thought.

Mr. Moore

202 Wisdom Literature

A comparative study of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Solomon with the wisdom literature of the Sumerians, Egyptians, Babylonians, and other contemporaries and predecessors of the Israelites. Fulfills the distribution requirement in Non-Western culture.

Mr. Moore

203 Archaeology of The Ancient Near East

An introduction to the history, methodology, and findings of Palestinian archaeology with attention to the related fields of Egyptian and Mesopotamian archaeology. Lectures on field technique, slide presentations, museum visits, and consideration of the historical and religious significance of artifacts will be central to the course.

Mr. Moore

210 The Apostle Paul: the Man, the Thinker, and the Traveler

A study of some of Paul's letters and the book of Acts in an attempt to understand the complex personality of Paul and his thought. Topics included are faith and law, the righteousness of God and man, and justification and salvation. Paul's travels are illustrated by slides from the instructor's personal collection. *Prerequisite:* Religion 111.

Mr. Freed

311 Jesus in the First Three Gospels

An examination in depth of selected passages in the first three gospels using the techniques of source, form, redaction, and literary criticism. Special attention is given to the parables of Jesus. *Prerequisite:* Religion 111.

Mr. Freed

312 The Gospel of John

Chief emphasis given to the thought and content of the gospel itself. An effort is made to determine the background, purposes for writing, and destination of the gospel. The question of its relationship to the Synoptic Gospels and to the First Epistle of John is included. *Prerequisite:* Religion 111.

Mr. Freed

313 Judaism From 200 B.C. to 500 A.D.

The history, institutions, and religious ideas of the Jews from about 200 B.C. to 500 A.D. Jewish writings of the period, including some from Qumran and the Talmud, are studied as the primary sources of information. *Prerequisite:* Religion 101.

Mr. Freed

History of Religions

121 Church History: To the Eighth Century

A historical study of all groups who claimed the name "Christian" from the post-Biblical period to the eighth century. Theologies, liturgies, councils, heresies, schisms, and the outstanding participants are described and evaluated with the aid of primary documents.

Mr. Trone

122 History of the Medieval Church

This exploration begins with the Seventh General Council (787) and ends with the death of Pope Pius II in 1464. The Latin, the Orthodox, and the heretical traditions and institutions will be included in order to help the student understand Medieval practices and decisions which still inform churches today.

Mr. Trone

123 Church History: Fifteenth to Twentieth Century

A historical overview of the development of Christian beliefs and practices from the fifteenth century to the present. This course will examine the variety of ways in which individual believers, congregations, and ecclesiastical authorities have articulated what it means to be a Christian during different historical periods and in different social contexts from pre-Reformation Germany to modern-day Latin America.

Ms. Campbell

127 Topics in History of Religions

An intensive study of a religious topic, problem, writer, or theme in the field of History of Religions. Offered at the discretion of the Department.

Staff

IDS 206 Byzantine Civilization

For course description see Interdepartmental Studies.

Mr. Trone

223 Christianity U.S.A.

An investigation of the institutional history, main ideas, and the leadership in the various churches of America from colonial times to the present. The development of the Jewish tradition in America will also be considered. The broad religious consensus, along with movements such as puritanism, pietism, revivalism, liberalism, and fundamentalism, is explored.

Ms. Campbell

227 "Monks, Nuns and Friars"

A study of the rules and practices of religious orders for men and women: Latin, Orthodox, and heretical. The course will also include the art and architecture produced by these orders and some of the most famous monastic personalities. There will also be a visit to a monastery.

Mr. Trone

241 The Religions of South Asia

A historical and phenomenological study of the religions of South Asia, especially Hinduism, Hinayana Buddhism, and Islam. Some original sources in translation are investigated to promote understanding of religious ideas, institutions, and practices. Fulfills the distribution requirement in Non-Western culture.

Mr. Hammann

242 The Religions of East Asia and West Asia

Primarily an examination of the varieties of historical and contemporary Buddhism. The class will also study some other religious traditions from east or west Asia that can be contrasted with Buddhism. Insofar as possible, original sources in translation will be used. Fulfills the distribution requirement in Non-Western culture. Spring term every year.

Mr. Hammann

132 The Religious Meaning of Being Human in the Contemporary World

Study of the religious experience and patterns developed by the world's major religions from the perspective of man's nature and needs as these are reflected in current controversies, problems, decisions, and values. An analysis will be made of various ways of studying religion with an emphasis upon the phenomenological method and its relevance to the interpretation and understanding of religious phenomena.

Mr. Loose

135 Religion in Fiction

An examination of the fictional representation of religious stories. The works of Renan, Kazantzakis, Graves, Lagerkvist, and others will be read.

Mr. Hammann

137 Topics in Religious Thought

An intensive study of a religious topic, problem, writer, or theme in the field of Religious Thought. Offered at the discretion of the Department.

Staff

138 Christian Humanism

A review of Christian ideas about human dignity potential, and responsibilities from some of the writers of the Old Testament to modern thinkers, such as Martin Luther King, Jr. and Gustavo Gutierrez, in terms of Christian theology, worship, discipline, ethics, and structure. Portions of representative Christian classics on the subject will be read and discussed in order to define the uniqueness of Christian humanism and its contributions to Western civilization and culture.

Mr. Trone

IDS 211 Perspectives on Death and Dying

For Course Description see Interdepartmental Studies.

Mr. Moore

232 The Religious Meaning of Being Responsible in Contemporary Society

Religious interpretations of moral values and ethical theories will be studied from the perspective of determining responsible action for resolving moral problems reflected in current controversies, issues and decisions. In addition, students will be asked to examine the question as to whether or not human existence has an intrinsic, essential goal with a correlative prescriptive moral structure, so that deviation from this goal leads to self-destructiveness whereas compliance with the goal leads to creative self-fulfillment.

Mr. Loose

236 Religions from the Center to the Fringe

A historical and critical study of recent unconventional religious movements primarily in the West. Movements such as Baha'i, Christian Science, Latter-day Saints, Nichiren Shoshu, ISKCON, Scientology, and others will be considered. The study will aim at understanding religious characteristics as well as social effects of these movements. Change of number of course from 136 to 236 effective academic year 1985-86.

Mr. Hammann

243 Mythology and Religion

Mythology and Religion have always been companions. The course will aim at understanding this friendship. Students will familiarize themselves with particular mythologies, ancient and modern, and will try to understand them from several critical viewpoints and to appreciate their connection with religious traditions.

Mr. Hammann

IDS 312 Theology and Literature

For Course Description see Interdepartmental Studies.

Mr. Loose

332 History of Christian Thought: Fifteenth to Nineteenth Century

Beginning with late Medieval and Reformation theological expressions, the investigation continues with Protestant Scholasticism, Pietism, Rationalism, and Evangelicalism. Among others, the thought of Luther, Calvin, Loyola, Wesley, and Kant is considered.

Ms. Campbell

333 Contemporary Religious Thought

Critical study of the primary theological literature of nineteenth and twentieth century Europe and America. Contrasts and continuity of themes, constitutive ideas, and movements in representative works by Schleiermacher, Kierkegaard, Bultmann, Tillich, Buber, Bonhoeffer, Altizer, Daly, and others are examined for the purpose of determining the basic presuppositions underlying the various texts.

Mr. Loose

464 Individualized Study for Majors

Under the direction of a member of the Department and in accordance with regulations adopted by the Department for majors a course of directed study and research.

Staff

Sociology and Anthropology

Professor W. Hook (*Chairperson*)

Associate Professors Emmons and Hinrichs

Assistant Professors Dugger, Freymeyer, and Loveland

Adjunct Instructors F. Porter and E. Siegel

Overview

Studies in the Department are directed toward understanding social organization and action and the role of culture in shaping human behavior. Reflecting the diversity of perspectives in sociology and anthropology, the courses present various, sometimes conflicting approaches. Some perspectives start with individuals in interaction with each other and focus upon how they develop meaningful social relationships, groups, and institutions. Other approaches focus upon the molding of individuals by various institutions, groups, and cultures or upon the functional or conflict relationships among various classes and subcultures. By emphasizing the scientific and comparative study of social institutions and cultures, the Department seeks to have students develop an understanding of social realities and to increase their competence in dealing critically and constructively with social problems and programs for social change.

The Department's goals are to contribute to the liberal arts education at Gettysburg College, to provide a solid academic foundation in sociology and anthropology for students interested in graduate study, to assist students in meeting their academic and career needs, and to acquaint all students who take our courses with the sociological perspective. The courses reflect the diversity of perspectives in sociology as a discipline and cover the core subject matter of the field.

Majors are prepared for graduate education in sociology, urban planning, law, communication, law enforcement, social work, criminology, anthropology, health care, theology, and library science, as well as for careers in teaching, business, and fields related to the graduate programs cited. The Department has an active chapter of Alpha Kappa Delta, the Sociological Honor Society. Emphasizing a commitment to experiential education, field trips, travel seminars, and a wide range of internships are available to interested students. A Student-Faculty Liaison Committee operates within the Department to provide a means to respond to the particular needs and interests expressed by the students.

Requirements and Recommendations

Sociology 101 is normally a prerequisite for all other sociology courses; and Anthropology 103 is considered a prerequisite for all other anthropology courses except 102. However, these prerequisites may be waived with permission of the instructor for students with some social science background. Exemption from Sociology 101 is possible through satisfactory performance in a written examination.

Students majoring in the Department will take a minimum of nine courses. Students must take Sociology 101, 302, 303, 304, 400, and one course in Anthropology. None of these courses may be taken S/U. Additionally, students must select a minimum of three courses from the remaining fall and spring semester departmental offerings. Sociology 301, 450, and 470 may not be included as one of the three electives for the major. Sociology 202, 203, 206, and 208 are recommended as being central to discipline. One of the three electives for the major may be taken S/U with the consent of the adviser. Those majors who are interested in pursuing an Anthropology concentration may substitute, after consultation with the adviser and department chairperson, certain courses taken at Franklin and Marshall College in Anthropology for Sociology 304 and/or 400.

In response to varying needs, interests, and expertise of individual students and staff members, the Department provides means for students to pursue independent research and studies through Sociology 450, 460 and J 90, field work application or direct experience, and other opportunities to expand specialized interests. Sociology 460 or J 90 is a requirement for departmental honors, and students who want to be considered for honors should enroll in one of these two courses in addition to the six required courses listed above.

Supporting courses for the major are normally chosen from the social sciences and the humanities. Computer Science 105 is recommended as preparation for graduate study in sociology.

Students who are not majors in the Department may minor in either Sociology or Anthropology. Six courses are required for the minor in Sociology. Students must take Sociology 101, 302, and 304. The remaining three courses may be elected from fall and spring term departmental offerings, with the exception of Sociology 301, 450, 470, and Anthropology courses.

Six courses are required for the minor in Anthropology. Students must take Anthropology 102 and 103. Two additional courses must be elected from other Anthropology offerings (one of these may be Sociology 450, Individualized Study in Anthropology). One non-anthropology course must be selected from the list of courses that fulfill the non-western studies distribution requirement. One sociology course must be selected from the following: 202, 205, 206, 208, 209, 302.

Distribution Requirements

All fall and spring semester courses except Sociology 204, 301, 302, 303 and Anthropology 102 may be used toward fulfilling distribution requirements in social science. All courses in Anthropology except Anthropology 102 may be used to meet the Non-Western culture distribution requirement.

101 Introductory Sociology

Study of the basic structures and dynamics of human societies and the development of principles and basic concepts used in sociological analysis and research. Topics will include culture, socialization, social institutions, stratification, and social change.

Staff

201 Issues in Contemporary Society

Survey of social problems and of responses to social issues in such areas as vested interests, inequality, deviance, population, communications, health care, and civil liberties. An on-going analysis of issues in the news is included.

Mr. Emmons

202 Wealth, Power, and Prestige

Examination of social ranking and rating systems. Topics include social classes, social mobility, economic and political power, and informal prestige and fame.

Mr. Emmons

203 Population

Analysis of the human population, its size, distribution, structure, and change from the demographic perspective. Topics include: fertility, mortality, migration, demographic measurement techniques, population trends, and population issues and policies. Alternates with Sociology 208. Offered 1984-85.

Mr. Freymeyer

204 The Sociology of Popular Culture

Analysis of popular culture as a reflection of society, a factor in socialization, and an economic institution. Topics include: rock music, television, films, sports and games, toys, holidays, comics and cartoons, graffiti, popular literature, and advertising. Does not fulfill distribution requirement in social science.

Mr. Emmons

205 Sociology of Religion

Examination of the relation of religion and society. Topics include: definitions and theories of religion, sociological analysis of historical and contemporary religious groups, religious organization and behavior, religion and morality, religion and social change, sectarianism, and secularization.

Mr. Hook

206 Sociology of the Family

Analysis of the structure and continuing processes of marital relationships in American society with relevant comparisons from other cultures. Topics include: choice of marriage partner, ethnic and status differences, sex roles, alternative life styles, and aging. No prerequisites.

Mr. Hook

207 Criminology

Introduction to and delineation of the field of criminology. The course begins with a discussion of criminal law and the extent of crime and continues with a comprehensive examination of police, courts, and corrections. Theories of crime causation, criminal behavior systems, and victimology are also examined.

Mr. Hinrichs

208 Community and Urban Life

Study of communities from a sociological perspective with a major emphasis on urban areas. Topics include: historical development of cities, development of suburbs, urbanism as a unique way of life, city planning, metropolitan dynamics, and urban problems. Alternates with Sociology 203. Offered in 1983-84.

Mr. Freymeyer

209 Racial and Ethnic Relations in America

Comprehensive study of ethnic and minority relations with case studies of black Americans, white Protestant Americans, American Indians, and Chinese Americans. Discussion topics include prejudice and discrimination, immigration and assimilation, anti-defamation, ethnic politics, and the structure of the ethnic community.

Mr. Emmons

212 Sociology of Deviance

Examination of the concept of deviance and exploration of the various sociological theories and perspectives for viewing deviant phenomena. Sociological, biological, and psychological theories of causation are examined. There will be an in-depth analysis of alcohol and drug use, variations in sexual behavior, child abuse, and skid row.

Mr. Hinrichs

213 Political Sociology

Analysis of the role of power and of political institutions in social systems. Marxian, elitist, pluralist, and systems theories of the bases, distribution, and uses of power will be examined, along with studies of power relationships in organizations, communities, nations, and international relations. Attempts to change power relationships by mobilizing new bases of power and legitimacy are examined.

Ms. Dugger

217 Gender Roles and Inequality

Micro and macro level analysis of the role of women and men in contemporary society. Course centers on discussion of sex roles in today's world; social causes of sex role differentiation; the various forms of sexual inequality; and proposed solutions. Topics include socialization; the place of women in American educational, occupational, and political systems; and the women's movement.

Ms. Dugger

218 Sociology of Work

Analysis of economic, social, and organizational aspects of American work organizations. Topics include: industrialization and the historical development of the American occupational structure, social organization of work, career patterns and development, the future of work organizations. Special attention is given to theories of alienation and work place democracy as a proposed solution to alienation.

Staff

301 Sociology of Social Welfare

Discussion of the development of social work philosophy and practice with special attention given to its place in modern American society. Basic principles of social work are studied in relation to their operation in casework, group work, and community organization. Special areas of social work practices are examined. Does not fulfill distribution requirement in social science. Does not count toward the nine courses required for the major.

Ms. Siegel

302 Sociological Research Methodology

Examination of the research process, including planning and designing research and methods of collecting data. Fundamental issues of sampling, measurement, causality, and ethics will be considered for several techniques including survey research, participant observation, content analysis, and experiments. Does not fulfill distribution requirement in social science.

Mr. Freymeyer

303 Data Analysis and Statistics

Treatment of the analysis and reporting of quantitative data. The logic of data analysis, statistical techniques, and use of the computer will form the basis of the course. Does not fulfill distribution requirement in social science.

Mr. Freymeyer

304 The Development of Sociological Theory

Examination of the ideas and important contributions of selected theorists in the development of sociological thought. Special emphasis is given to Max Weber, Emile Durkheim, Karl Marx, George H. Mead, Talcott Parsons, and Robert Merton.

Mr. Hook

400 Seminar

Intensive investigation of one sociological topic under the direction of a member of the Department. The seminar is intended primarily for senior majors, but is open in special cases to juniors or well-qualified students majoring in other departments.

Staff

450, 470 Individualized Study

Independent study in fields of special interest outside the scope of regular course offerings. The consent of the Department is required.

Staff

460 Research Course

Individual investigation of a research topic in sociology or anthropology in the student's special area of interest under the guidance of a faculty member. The topic must be approved by the Department. The project culminates in written and oral presentations of a formal paper to the faculty. This is required for departmental honors and is open to juniors and seniors only.

Staff

Anthropology**102 Introduction to Bio-Cultural Anthropology**

Survey of the major biological and cultural changes comprising human evolution. Topics discussed include: evolutionary theory, primatology, human paleontology, archaeology, old and new world prehistory, hunter-gatherers, sociobiology and race. Does not fulfill distribution requirement in social science or Non-Western studies.

Mr. Loveland

103 Introduction to Social-Cultural Anthropology

Comparative study of human social and cultural institutions utilizing a series of ethnographies of non-western cultures at different evolutionary levels. The concepts, methods, theories, and history of the discipline will be discussed.

Mr. Loveland

210 Social and Cultural Change

A study of several theories and contemporary trends and movements of social and cultural change, with an emphasis on the role of change agents, planning, and images of the future in guiding organizational and social change.

Staff

211 American Indians

Introduction to the traditional aspects of Native American cultures by examples drawn from the major culture areas of the Americas. The present day situation of Native Americans will be discussed.

Mr. Loveland

215 Culture and Personality

Examination of the influence of culture in shaping the personality of the individuals in non-western societies. The course will include the following topics: psychoanalytic theory, dreams, cross-cultural research, socialization, personality development, modal personality, mental illness, and the effects of social change upon personality. Ethnographic examples from a variety of cultures will be utilized.

Mr. Loveland

216 Introduction to Medical Anthropology

Study of systems of belief and knowledge utilized to explain illnesses in various cultures and attendant systems of curing. Topics discussed include: hallucinogens, shamanism, curing, sorcery, witchcraft, herbal medicines, and the modern American medical system. Ethnographic examples are drawn from a variety of cultures.

Mr. Loveland

220 Native American Religions

Comparative analysis of the religions of American Indians focusing on the indigenous religions of Amerindians and the "new" religions such as the algonkian prophetic movements, the Ghost Dance, Peyote Cult, and the Handsome Lake Religion of the Iroquois. Ethnographic examples will be drawn from: the Shawnee, Delaware, Papago, Sioux, Mandan, Iroquois, Comanche, among others. Credit will not be given to students who have taken Ant J-8 or Ant 220 under the title, World Cultures.

Mr. Loveland

221 North American Indians: Yesterday and Today

Employing archaeological, ethnographic, and historical data, this course examines the introduction of humans into the New World, the growth and development of tribal cultures, the Indian response to western European civilization, the persistence of Indian culture and identity in a White society, and the problems facing contemporary Indians.

Mr. Porter

Spanish

Assistant Professors Burgess, Cere, C. Hendrickson
(Chairperson) Jackson, Olinger, and Weaner
Instructors Rabinowitz and Shelly
Adjunct Instructor Hubbard

Overview

The ability to speak and understand a language other than one's own, and to have insight into the artistic and cultural heritage of other peoples of the world is considered an integral part of a liberal arts education. The Department, through a strong core of basic courses, gives students facility in the use of spoken and written Spanish and some knowledge of its literature and cultural history. The oral-aural method of modern language teaching is stressed in the classroom and all courses are conducted in Spanish. Laboratory facilities in the Library Learning Center and other audio-visual equipment complement classroom instruction. Regular laboratory work will be required of some students and advised for others.

Advanced level courses in literature and civilization are designed to give students an understanding and appreciation of the literature and cultures of the Hispanic peoples. Students are encouraged to study in a Spanish speaking country and opportunities are offered through January Term courses or Study Abroad programs with approved colleges.

Courses in the Department provide sound preparation for graduate study, teaching, or careers in government, business, or social work. Since the largest minority group in the United States is Spanish speaking, the Department feels that a knowledge of Spanish and an understanding of the Hispanic cultures is of increasing importance.

Requirements and Recommendations

Requirements for a major in Spanish include 10 courses above the 245 level. Course requirements are: Spanish 301, 302, Introduction to Literary Analysis; the Senior Seminar and one Civilization course. All majors will be strongly advised to take Stylistics. Other courses for the major are elective.

Requirements for a minor in Spanish include 6 courses above the 202 level, and must include Spanish 301-302, and no more than one course from 205, 206, and 245. Students may include Spanish 202 for the minor, if they have begun language study at the elementary or intermediate level at Gettysburg College.

Distribution Requirements

Prior to their first registration at the College, all students receive pre-registration materials which give detailed instructions on language placement and fulfilling the distribution requirement in foreign languages. The following courses may be counted toward the distribution

requirement in literature: Spanish 205, 206, 304, 308, 313, 314, 319, 320, 324, 325, 326, 350. Some courses to be used toward this requirement are offered in January.

The distribution requirement in foreign languages may be fulfilled by successful completion in Spanish 201-202, 205, 206 or a course at the 300-level or above. Achievement equivalent to 201-202 may be demonstrated by an Advanced Placement Examination or a Departmental Qualifying Examination given during the initial week of fall term. Spanish 205 or 206 satisfy the foreign language requirement and at the same time count toward the literature requirement. The courses, which are complete as individual units, emphasize intensive reading of complete works in literature for comprehension and analysis of style. Students who choose this alternative should have adequate preparation in reading of significant amount of prose of various literary periods. A student who shows unusual proficiency in 201 may, with the consent of the Department Chairperson, take 206 and thereby fulfill the language requirement and half the literature requirement.

Special Facilities

Language Laboratory in Musselman Library Learning Resources Center.

Special Programs

See Study Abroad

101-102 Elementary Spanish

Elements of understanding, speaking, reading and writing Spanish. Use of language laboratory is required. Enrollment limited to those who have never previously studied Spanish. Students can not receive credit for both 101 and 103; 102 and 104.

103-104 Fundamental Spanish

Fundamentals of understanding, speaking, reading, and writing Spanish. Use of language laboratory is required. Enrollment is limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination. Students can not receive credit for both 101 and 103; 102 and 104.

201-202 Intermediate Spanish

Practice in oral and written expression, grammar review, readings, and discussions of Spanish writing as contact with Hispanic Culture. Enrollment is limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

205, 206 Readings in Spanish and Spanish American Literature

The course is conducted in Spanish with the dual objective of comprehension of material and reading of Spanish and Latin American literature of cultural and literary merit. Enrollment is limited to students who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

245 Spanish Conversation

Conversation course beyond the intermediate level with emphasis on everyday, applied usage of the language for nonliterary purposes. *Prerequisite:* successful completion of the language requirement. Limited enrollment of twelve students. Counts toward the minor but does not count toward the major. Does not fulfill the language requirement. To be offered annually, fall and spring terms.

301, 302 Spanish Composition and Conversation

Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level. To be offered annually.

304 Introduction to Literary Analysis

Introduction to basic critical approaches to the reading of prose fiction, poetry, and drama. Through the careful study of works in each genre students will acquire a knowledge of analytical skills and critical terminology in Spanish. Offered in the Fall Semester. *Prerequisite:* Spanish 202 or permission of instructor.

308 Literature of the Golden Age

Masterpieces of different genres of the late 16th through the 17th centuries. Emphasis will be placed on major writers of theater, short prose fiction, essay, and poetry. *Prerequisite:* Introduction to Literary Analysis. Offered in 1984-85.

310 Spanish Civilization

Study of the history and culture of Spain from the earliest times to the present. Fulfills the distribution requirement in history, philosophy or religion. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1985-86.

311 Latin American Civilization

Study of the history and culture of Latin America from pre-Columbian times to the present. Fulfills distribution requirement in history, philosophy or religion. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1984-85.

313 Hispanic Theater

A study of the drama of both Spain and Spanish America through the ages. The focus of the course will vary from semester to semester, based on such aspects as literary period, common theme, historical development, and dramatic theory. *Prerequisite:* Introduction to Literary Analysis. Alternate years. Offered in 1985-86.

314 Cervantes

A study of the masterpiece, *Don Quijote de la Mancha*, as well as some *Novelas ejemplares* and *entremeses* or one act plays. *Prerequisite:* Introduction to Literary Analysis. Offered in 1985-86.

318 Stylistics

Advanced language seminar designed to increase the knowledge and the skill of the student in the idiomatic expression of the Spanish language. Special emphasis will be given to the study of syntactic and stylistic complexities of contemporary prose. Normally those students who enroll will be juniors and seniors. *Prerequisite:* Spanish 301-302 or with the approval of the Department. Offered annually in the fall.

319 Nineteenth Century Literature in Spain and Latin America

Studies in the essay, the novel, the short story, the drama, and poetry according to the essential literary movements (romanticism, costumbrismo, realism, naturalism, modernism) of the nineteenth century in Spain and Latin America. *Prerequisite:* Introduction to Literary Analysis. Offered 1984-85.

320 Lyric Poetry

A study of Spanish lyric poetry through the ages. The course will concentrate on the interrelationship of form, content, and idea, noting major influences upon the poetry of each period. Appreciation is considered a major goal of this course and much poetry will be read orally and discussed. Alternate years. Offered 1984-85.

321 Prose of the Golden Age of Spain

Spanish prose masterpieces, principally the novel with special emphasis on Cervantes. Alternate years. Offered 1984-85.

322 Theatre of the Golden Age of Spain

Development and characterization of the Spanish Theatre with emphasis on the three masters: Lope de Vega, Tirso de Molina, and Calderon de la Barca. Alternate years. Offered 1983-84.

324 Latin American Contemporary Prose

This course will emphasize the novel of the "boom" in Latin America. Major writers such as Gabriel Garcia-Marquez, Mario Vargas Llosa, Carlos Fuentes, Julio Cortázar, Juan Rulfo, and Jorge Luis Borges, among others, will be read. *Prerequisite:* Introduction to Literary Analysis. Offered 1985-86.

325 Generation of '98 and Pre-Civil War Literature

Studies in the essay, poetry, prose fiction, and drama of the major writers of the late nineteenth and early twentieth-centuries in Spain. *Prerequisite:* Introduction to Literary Analysis. Alternate years. Offered in 1985-86.

326 Post-Civil War Literature of Spain

A study of the major literary trends and works in Spain beginning with the resurgence of Spanish Literature in the 1940's and continuing to the present day. *Prerequisite:* Introduction to Literary Analysis. Alternate years. Offered in 1984-85.

400 Senior Seminar

Directed and specialized studies in Spanish and Latin American literatures from the medieval period to the present. Intended to be taken by seniors during the final semester in order to complete their undergraduate work in Hispanic literatures. *Prerequisite:* Limited to seniors except with permission of the Department. Offered in the Spring of every year.

Theatre Arts—See English



GETTYSBURG

Campus
Life

Student Life

The College recognizes that students develop not only intellectually, but emotionally, physically, socially, and spiritually as well. The Student Life Division, an administrative division within the College, has as its central purpose the provision of an environment, programs, and services which enhance the students' liberal education. Under the direction of the Dean of Student Life, the Office of Student Life, College Union, Counseling Services, Career Services, and Health Services together compose the Student Life Division.

Office of Student Life

The Office of Student Life strives to help students improve the quality of their lives outside of the classroom. This is accomplished by providing a variety of programs and services. The Office of Student Life staff assist students in the following areas:

Information. Students require information about many opportunities available to them. The Office of Student Life answers student questions about the College, or, when appropriate, will refer students to the proper source for information.

Advisement. Members of the Student Life staff work with various student organizations, providing them with guidance and training in leadership skills.

Living Accommodations. The many opportunities for on-campus living are administered through the Office of Student Life. An undergraduate staff of residence coordinators and resident advisers is supervised by the Assistant Dean.

Change. Any healthy educational institution must continually undergo change. Students often provide the invaluable input which leads to change in policies, programs, and services. By working cooperatively with Student Life administrators, students have successfully initiated changes in residential options, dining options, informal educational programs, facilities, and numerous rules and regulations.

Publications. On an annual basis, the Office of Student Life staff works with students in publishing the *Student Handbook* and *Spectrum*, the College yearbook.

Research. In order to improve its services and programs, the Office of Student Life often collects data on student needs, attitudes, and evaluations. Recently, research has been conducted on living accommodations, residence hall visitation options, dining plan options, and alcohol use.

Discipline. The Dean of Student Life is responsible for the non-academic discipline of students. Staff members work with the faculty and student members of the Student Conduct Review Board to uphold the regulations of the College and to protect the rights of the individual.

Residential Life

Residential life at Gettysburg College has a major impact on the total development of the student. The residential environment (persons, policies, and facilities) promotes the formation of a community and encourages the styles of life which are conducive to the development of respect for the individual and the society in which the student lives. During a student's years at Gettysburg College, commitments are often made concerning personal values and occupational choices, role identities, the development of personal responsibility, and philosophy of life. The residential program attempts to provide opportunities for examining these areas of concern.

Recognizing the impact of environment on development, Gettysburg College requires all students (unless married or residing with their families) to live on campus. Exemptions from this requirement are granted only by the Assistant Dean of Student Life. Carefully selected student resident advisers and residence coordinators work closely with the students, assisting them in planning a variety of programs for the residence halls and helping them resolve problems in group living. These advisers participate in an on-going training program which enables them to help other students adjust to the environment. Students living in residence halls also have the opportunity to work with members of the faculty and administration in setting regulations which apply to all College residencies.

Gettysburg College offers a variety of options in living environments. The students can choose to live in one of ten residence halls varying in occupancy from 54 students to 158 students, and co-education and single sex halls. Each of the halls exercises a different visitation policy. The visitation policies are predetermined from the following options:

Option A - Open Visitation from 10 A.M.-12 midnight,
Sunday through Thursday,
10 A.M.-2 A.M., Friday and Saturday

Option B - Open Visitation from 10 A.M.-12 midnight,
Sunday through Thursday,
24 hours, Friday and Saturday

Option C - Open Visitation, 24 hours - Sunday through
Saturday

Another living opportunity exists in special interest housing for students who wish to live together and work on a project of mutual interest throughout the academic year.

Also included as an optional living environment, is the opportunity for sophomore, junior and senior men to live in a fraternity house on or near campus.

Most of the student rooms are double occupancy, however a few single rooms are available and some rooms are large enough for three or four people. Each student is provided with a single bed and mattress, a dresser, and a desk and chair. Students provide their own pillows, bedding, spreads, study lamps, and window curtains. Students may, through the Penn Linen & Uniform Service, Inc., rent linens for an annual fee; weekly laundry of the linen is included in the rental fee. Coin operated washers and dryers are available on the campus for student use. The use of television sets and refrigeration units is permitted in student rooms; refrigeration units may have a capacity of not more than 3 cubic feet. Rental units are available. Cooking units are not permitted in student rooms.

Greek Life

Both fraternities and sororities have a long-standing history on the Gettysburg College campus. Presently there are twelve active social fraternities and seven active social sororities. All of these groups are nationally affiliated.

The fraternities, which have individual houses either on or near the campus, offer an alternative living option to their members. The sororities, by their own choice, do not have houses but each has a chapter room in a central location which serves as a meeting and socializing place for the group.

In addition to providing one social outlet for their members, Gettysburg's fraternities and sororities serve the campus and community with beautification campaigns, blood drives, Christmas parties for local children, and other philanthropic activities.

Dining Accommodations

All freshmen and sophomores, with the exception of those living at home, are required to enroll in a College approved dining option or to select one of the Student Life Dining options which include a variety of dining options in Gettysburg restaurants. Fraternity members and pledges may take their meals at fraternity houses. Juniors and seniors have the option of taking their meals in a college dining option or they may eat elsewhere.

Student Conduct

Every community has certain regulations and traditions which each member is expected to abide by and uphold. Perhaps a college campus community, even more than others, depends upon members who are mature and have a sense of responsibility. Only in such a community of responsible citizens can there be an atmosphere established which will contribute to the liberal arts education.

Consequently, the student who fails to support the objectives of Gettysburg College forfeits his or her right to continue to attend the College. The College reserves the right to dismiss any student whose conduct is detrimental to its welfare or whose attitude is antagonistic to the spirit of its ideals. Such an individual forfeits all fees which he or she has paid. Living groups or organizations formally approved by the College are subject to the same regulations as individual students.

Believing that it is sensible and proper for all students to be fully aware of their obligations and opportunities as Gettysburg College students, the College publishes a statement entitled, "The Rights and Responsibilities of Students." This document is the result of discussions and conclusions reached by a student-faculty-administrative committee. It deals with such questions as the academic, citizenship, and governance rights and responsibilities of students. It is published annually in the *Student Handbook*.

The *Student Conduct Review Board* handles student violations of College policies, including individual or group violations of College rules. The Board is composed of the President of the student Senate, representatives of the Interfraternity and Panhellenic Councils, and other students elected by the student body. Members of the faculty and administration also participate as voting members on the Board. The rights of the accused, as well as the procedures of the Board, are found in the *Student Handbook*.

Before a student decides to apply for entrance into Gettysburg College, he or she should be aware of the rules governing student conduct. A complete copy of the rules and regulations may be obtained by writing to the Dean of Student Life.

College Union

The College Union is the center of student activities and an informal laboratory for leadership training. Through a myriad of services, activities, and the Student Activities Council, the College Union offers many opportunities for students to involve themselves in activities at all levels in both participatory and leadership roles. The opportunity to assist with the development of interpersonal and leadership skills, and work with faculty, administrators, and students in initiating cultural, educational, recreational, and social programs are the priorities of the College Union staff.

Located in the College Union are meeting rooms, offices for student organizations, recreational facilities including a pool and bowling alley, the College Store, an art gallery and showcases, photo darkroom, and a 2,000 seat ballroom. The Bullet Hole (snackbar), which is student operated and managed, provides for the development of aspiring business managers while offering an outstanding service to the campus. The Gangplank is an informal gathering place for students to meet, relax, study, and listen to music, both live and recorded. Pinball machines, billiards, electronic games and a snackbar are all located here. This multipurpose room may be used for dances, speakers, small group discussions, movies, and theatrical performances.

Among the many services provided by the professional and student staff of the College Union are: information about campus and community activities; film passes and ticket sales; camping equipment and bike rentals; travel information; xerox, mimeo and sign press services; lost and found; and newspaper subscription services.

Hours of Operation

College Union -

Monday thru Friday 8 a.m. to midnight

Saturday 8 a.m. to 1 a.m.

Sunday noon to midnight

Gangplank -

Saturday thru Friday 10 a.m. to 11:30 p.m.

Sunday 2 p.m. to 11:30 p.m.

The *Review Board* is the policy making body for the College Union. The Review Board deals with issues regarding scheduling, space allocation, house rules, and general policies and procedures for the College Union.

While the facilities and services offered by the College Union contribute largely toward making it a comfortable place for students to go, the programs initiated by the Student Activities Council (SAC) reflect the Union staff's philosophy and goal to provide meaningful and enjoyable cultural, educational, recreational, and social opportunities to challenge and complement the curriculum at Gettysburg College. SAC sponsored programs are supported by student controlled funds. SAC is composed of the following committees: Art Appreciation, Coffeehouse, Concert, Dance, Films, Gangplank, Ideas & Issues, Public Relations, Recreation, and Special Events.

Student Government

Students participate in College governance by serving on various College, class, and faculty committees; through participation in Student Senate, class, residence hall, or fraternity meetings; and by exercising their right to vote in various campus elections.

Student Senate

Student chest funds are distributed to student organizations by the Student Senate. Currently the Senate provides financial support to a large number of existing clubs and organizations. New groups may be formed by interested students. The Student Senate, which is the principal unit of student government, works in cooperation with the administration and faculty to bring to the campus community a well-organized and democratic form of student government. It represents the students in formulating many College policies and works to promote cooperation among administration, faculty, and students.

Student Life Council

The Student Life Council is an organization composed of members of the student body, faculty, and College administration. This Council has responsibility for studying matters and developing policies pertaining to student life and student conduct. Business may be brought to the Council or legislation proposed by any member of the College community. Major issues are debated in Student Senate and in faculty meetings before resolution by the Council. The Council's decisions are reviewed by the President and, at the President's discretion, by the Board of Trustees prior to implementation.

The Honor Commission

The Honor Commission is a student organization which was authorized by the constitution of the Honor Code adopted at Gettysburg in 1957. The Commission is composed of ten students, aided by three case investigators, six faculty advisers, and a member of the staff of the Office of Student Life. It is their function to promote and enforce the Honor Code at Gettysburg College, to secure the cooperation of students and faculty to these ends, and to adjudicate allegations of Honor Code violations.

An extensive program has been instituted to acquaint incoming students with Gettysburg's Honor Code. Started during the summer with orientation correspondence, the program is culminated in the fall with an explanation of the Honor Code's precepts, followed by a required test on its procedures and principles. The Commission also strives to reinforce the principles of the Honor Code within the entire student body. More information is available in a separate booklet published by the Honor Commission. Those interested in receiving a copy should write to the Dean of Educational Services.

Interfraternity Council

An important part of the responsibility for governing fraternities at Gettysburg College is assumed by the Interfraternity Council, an organization composed of the President and one representative from each social fraternity. This Council formulates and administers general regulatory policies by which fraternities must abide. It serves as the representative of the social fraternal groups to the student body, the College, and the community of Gettysburg. During the school year the IFC sponsors a variety of campus social and social service activities.

Panhellenic Council

Important responsibility for governing the sorority system at Gettysburg College is assumed by the Panhellenic Council, to which each social sorority sends two student representatives. This Council establishes and enforces the Panhellenic "rushing" regulations and functions as a governing body in matters involving sororities and intersorority relations.

Programming and Student Activities

In addition to the programs sponsored by the Student Activities Council and College Union staff, the College Union often hosts many of the other major activities which are sponsored by campus groups. Among these are the Lecture Committee, Performing Arts Committee, and Convocation Committee as well as various dramatic and musical organizations.

The lecture program, sponsored by a faculty lecture committee, brings well known scholars and outstanding figures in public life to campus each year. In this way, the College extends the student's view beyond the confines of the College community. In addition to the general lecture series, the following special lectures are given regularly:

The Robert Fortenbaugh Memorial Lectures An endowment provided by Clyde E. (1913) and Sara A. Gerberich supports a series of lectures and other programs in the Department of History. Each year an authority on the Civil War period has lectured on a topic related to those years. These public lectures are presented in November to coincide with the anniversary of Abraham Lincoln's Gettysburg Address.

Musselman Visiting Scientist A fund provided by the Musselman Foundation in honor of Dr. John B. Zinn, former Chairman of the Chemistry Department, supports an annual three-day visit by a renowned scientist to the Chemistry Department.

Stuckenberg Lecture A bequest from Mary G. Stuckenberg in memory of her husband, the Rev. J. H. W. Stuckenberg, enables the College to sponsor a lecture in the area of social ethics.

Bell Lecture A fund from the estate of the Rev. Peter G. Bell (1860) was given to the College to establish a lectureship on the claims of the gospel ministry on college men. The main object of this fund is "to keep before the students of the College the demand for men of the Christian ministry and the condition of the age qualifying that demand."

The Henry M. Scharf Lecture on Current Affairs A fund provided by Dr. F. William Sunderman (1919) in memory of Henry M. Scharf, alumnus and member of the College's Board of Trustees from 1969 to 1975, is used to bring a recognized authority or scholar to the campus each year to speak on a subject of timely interest.

January Term Lecture Series Every January there is a College Lecture Series. The lectures are usually held every afternoon, Monday through Friday. The lectures are given by faculty, administrators, and guest lecturers.

The College encourages students to experience and to participate in various performing arts and provides an opportunity for those with special talent to develop and share that talent.

Faculty Performing Arts Committee Each year recognized professional groups and individuals present to the campus performances of dance and drama, as well as vocal and instrumental music.

The Gettysburg College Choir Internationally recognized, it appears at special services and gives concerts on campus. Each year it makes a ten-day concert tour, presenting concerts in churches and schools. Choir members are selected through auditions.

Chapel Choir During the year it performs at chapel services, special services, and concerts. Members are selected on the basis of ability and willingness to meet the rehearsal and service requirements.

Women's Chorus The Women's Chorus exists to give those who so wish an opportunity to sing music written for women's voices. This group investigates and performs the best literature of this genre. The Women's Chorus also presents several concerts throughout the year and participates with the College and Chapel Choirs in oratorio and festival type works with orchestra.

Chamber Choir A sixteen-member vocal ensemble studying vocal and choral techniques, repertoire and performance practice. Bachelor of Science vocal majors are required to participate. All other choir members are eligible to audition for membership.

Band The Gettysburg College Band opens its season with a marching band camp in preparation for performances at football games, pep rallies, parades, and convocations. The Band also hosts an annual High School Band Day at a home football game.

At the conclusion of marching band season symphonic band rehearsals begin. Besides home concerts, an annual tour is taken to nearby communities and neighboring states.

The offering of small ensembles remains a vital segment of the overall instrumental program. Clarinet choir, brass ensemble, and jazz ensemble are open for membership to Band members and meet on a weekly basis.

Gettysburg College-Community Chamber Orchestra The Orchestra performs concerts throughout the academic year. Membership is open to all students who have the necessary proficiency. Auditions are held at the beginning of each school year.

The Owl and Nightingale Players Each year this distinguished group of performers stage three major productions under the leadership of the College's Director of Dramatics. Their program is a varied one: each four-year season usually includes plays by Shakespeare, Shaw, Moliere, and O'Neill, as well as Broadway musicals and works by contemporary dramatists. All productions are offered in the handsome new 250 seat Kline Theatre which features a thrust stage and is located in Brua Hall. On occasion, they are toured to regional schools and to other college campuses.

Laboratory Theatre Lab Theatre produces a dozen one-act plays each year, many of which are frankly experimental and some of which are the work of campus playwrights. All works are given in the exciting new Stevens Laboratory Theatre in Brua Hall, where the seating can be rearranged to provide staging in the round, thrust, profile and frontal. In addition, senior Theatre Arts students utilize the theatre for staging their major thesis productions.

Otherstage In addition to sharing the facilities of the black box Stevens Theatre, this troupe performs its short plays at other areas both on campus and in the community. Their work encompasses Lunchtime Theatre, Street Theatre, and Children's Theatre.

In each of the theatre groups, students are afforded the opportunity of gaining experience in all areas of theatre, from acting and directing to scene design, lighting, and costuming.

Gettysburg Summer Theatre Now in its fourteenth season of offering cultural stimulation as well as refreshing entertainment to both campus and community, the Theatre, with its company of professional performers, provides the focus for the Theatre Practicum. This is a college credit course: students herein enrolled serve in supporting roles and assist in the technical aspects of the theatre's life. The company offers an interesting balance of modern classics, Broadway and Off-Broadway hits, and avant garde works not generally performed in summer theatre. All works are performed in the air-conditioned Kline Theatre. In addition, the company operates a Theatre for Children, which offers a series of hour-long plays for young people on the lawn adjacent to Brua Hall.

Artist-in-Residence During the year, usually in the January Term, the College invites professional performing artists to the campus for one-month residencies. Drawn from music, theatre, and dance, the Artists-in-Residence, work with interested and talented students in workshops as well as in rehearsals and, ultimately, in performance.

Campus Communications

Every community needs to keep its members in contact with each other and with the rest of the world. On the Gettysburg campus student communication media not only inform the members of the community, but also afford students an opportunity to express their ideas effectively and to learn the practical necessities of producing newspapers, radio broadcasts, magazines, and yearbooks.

The Gettysburgian The College newspaper is staffed by students who are responsible for editing, feature writing, news writing, layout, personnel management, subscription management, and circulation. This newspaper is published weekly and carries news, feature articles, and editorials concerning activities on and off campus.

The Mercury The poems, short stories, and illustrations published in *The Mercury* are contributed by students. The student editorial staff encourages creative writing within the campus community.

The Spectrum A pictorial essay of life on campus is featured in the College yearbook. Staffed by students, the yearbook offers the opportunity for creativity in design, layout, photography, and writing. *The Spectrum* covers the full academic year, including commencement weekend. It is mailed to graduating seniors and distributed to underclassmen early in the fall term.

WZBT The College radio station (91.1 megacycles) has been the voice of the campus for many years. WZBT operates as a noncommercial, educational FM radio station over the public airwaves and under FCC regulations. The station is student staffed and broadcasts a variety of programs from its fully equipped studios in the College Union. WZBT is organized like a professional radio station and offers positions for announcers, disc jockeys, newscasters, engineers, and music librarians, as well as jobs in production, continuity, and advertising. A student Executive Committee supervises the daily operation of the station, and a Board of Overseers composed of students, faculty members, and administrators, establishes general policy for the station.

Opportunities for students to pursue their special interests also exist through the long list of clubs and organizations on the campus. Among the list are BACCHUS, Chess Club, Minority Student Union, Outing Club, and Photo Club. Various other opportunities are available in Departmental and Professional Clubs and Honorary Societies.

Counseling Services

With the goal of promoting the emotional well-being of all members of the Gettysburg College community, the Counseling Services staff, located in the health center, offers a number of services and a wide variety of programs. These activities are concerned with helping students grow to become effective, self-directing adults, and with teaching them the skills necessary to deal with their personal problems and feelings so that they can benefit as much as possible from their educational experience.

One of the services offered by the College's professional counselors is individual counseling. They work with students in a confidential relationship teaching them how to approach their problems and how to resolve them. Some of the types of things students talk to counselors about are their morals and values, academic pressure, study habits, concerns about their sexuality, relationship issues, problems with friends and roommates, their goals and plans, difficulties at home, feelings of depression and lack of motivation, and how to become the kind of person they want to be. While much counseling involves solving problems and changing, its focus is often simply helping a student to better understand himself or herself.

Counseling Services also offers a number of topic oriented group experiences which teach skills that students can use to improve their experiences on campus and assist them when they leave Gettysburg. Group experiences that are regularly offered are designed to teach assertiveness skills, communication skills, relaxation, improve study habits, help in approaching eating disorders, build self-esteem and to cope with separation. Other group experiences are created based on campus need and interest.

An audio tape library is available in the Counseling Office for students interested in self-help for a variety of interests.

When appropriate, the Counseling Service also functions as an information and consulting service working with students and others on a variety of campus programs and projects to improve the environment. Members of the Counseling staff teach, conduct research, and work closely with faculty, administration, and parents on issues of student concern.

The college is significantly concerned with the rise in the use and abuse of alcohol and other drugs by young persons in our society. Accordingly we provide the campus community with a program of alcohol and drug education which includes prevention programming, help for problem users, support groups for recovering persons, and various awareness presentations. A trained Alcohol Education Coordinator is available to the campus community to develop and maintain appropriate educational programs and to counsel with individuals.

All Counseling Service activities are free and available to Gettysburg College students. It is the Counseling staff's desire that their services complement the college's academic program and their hope that for many students they will be an integral part of their educational experience.

Career Services

The Career Services Office seeks to perform two primary functions: 1) to assist students in making and acting on career decisions; 2) to promote an awareness of Gettysburg College and a receptivity to Gettysburg students among individuals and organizations beyond the campus community. Relatedly, the office provides a diverse and comprehensive program to support students in planning and implementing the next step after graduation. Core group-based programs include the First Step Orientation Session, which focuses on the career decision-making process, the workshops on job hunting, resume writing, interviewing skills, and the graduate school selection process. Examples of additional programs designed to correspond to the various phases of the career development process (decision-making, planning, and placement) are workshops dealing with values and skills identification, dual career couple planning, and the process of making an effective transition to life after college. Individual assistance is also available. Both group-based and individual help provided by Career Services are evaluated very favorably by student participants.

The office also maintains a career library which includes employer literature, graduate school directories, and self-instructional materials. A special feature of this library is a series of taped interviews with Gettysburg alumni employed in a wide array of careers. These interviews convey both career information and suggestions for students interested in pursuing the type of work involved.

Seniors may take advantage of interview opportunities provided by employer and graduate and professional school representatives who visit the campus annually.

All students are encouraged to become involved with the Career Services Office early in their college careers in order to learn more about both the relationship between the liberal arts and career development and means of working toward a satisfying post-graduation involvement. More specifically, the following sequence of activities is recommended. During the freshman year, exposure to many aspects of the college experience, both academic and extracurricular, may be gained, and interests and skills may be expanded. The sophomore year represents a time for beginning the formal exploration process by learning more about both one's values, interests, and skills and career opportunities. The First Step Orientation Session is strongly recommended at this point. During the junior and senior years, career decisions should be made final, and action plans for pursuing the desired goals should be developed and implemented. While this sequence is an ideal one, Career Services staff members

are sensitive to other timetables which may exist for students based on individual differences. Consequently, assistance is available to students throughout their time at Gettysburg.

Career Services also conducts a follow-up study of each graduating class to learn more about the members' post-graduate experiences. The most recent data provides information about the Class of 1982. Seventy percent of the class responded to this survey. Approximately 95% of those who were employed and 100% of those in graduate or professional school assigned positive ratings to the preparation they received at Gettysburg, while 87% of these individuals expressed satisfaction with their current job or educational program. Members of the class pursued a wide range of post-college involvements including jobs such as lab technician, teacher, accountant, assistant media planner, management trainee, activity therapist, sales representative, and admissions counselor for further study in fields such as art, business, law, mathematics, medicine, psychology, and religion. Examples of organizations where graduates obtained employment are A.T.&T., Cambridge University Press, Citibank, Exxon, Grey Advertising, Johns Hopkins University, *Seventeen Magazine*, and Westchester County Medical Center, and examples of educational institutions attended include Carnegie Mellon University, Cornell University, Jefferson Medical College, Indiana University, and Washington and Lee School of Law.

Health Service

The College maintains a health service for the benefit of all students. The objective of the health service is to maintain the physical and emotional well-being of the student and to provide necessary continuing medical care begun at home. Medical information and health records are not part of the student's College record and are confidential.

The health service requires that a questionnaire and physical examination be completed prior to entrance in the College. If the student has had any illness, surgical procedure, or injury which might modify or prevent his or her participation in physical education, the family physician must stipulate in writing the nature of the injury and the limitations on activity.

A health center which includes an 18 bed infirmary is staffed by registered nurses and physicians. Students whose medical problems cannot be managed by the staff are referred to local specialists or physicians chosen by the student or family. If serious illnesses or accidents occur, the family is notified by telephone.

Religious Life and Chapel Programs

The Gettysburg College Chapel Programs offer students opportunities to grow in the understanding and practice of their own religious traditions, to appreciate the religious traditions of others, and to better understand and integrate the relationship between faith and reason. Completely voluntary, the Chapel Program attracts students and faculty members of various religious backgrounds, provides spiritual nurturing, and assists in the exploration of religious disciplines.

Corporate worship is an important part of the Chapel offerings. Students from a variety of traditions join together in worship at Christ Chapel each Sunday. Led by the College Chaplains, the service often features noted speakers. The Chapel Choir offers anthems and liturgical music, and students often assist in the worship. In addition to the College Chaplains, a Roman Catholic priest is available to students and holds Mass each week. A Quaker service is held in the Planetarium on Sunday mornings. Students are also welcomed in the various churches of the Gettysburg community, and local ministers participate in Chapel worship through the year. Each Wednesday there is a Candlelight Communion Service in Christ Chapel.

The Chapel Programs are coordinated by the Chapel Council—a voluntary group of students from all classes. Committees of the Chapel Council also include The *Tutorial Program* which arranges for students in local schools to be tutored by Gettysburg students; The *Community Services Program* which involves students in visitation to local homes for the aged and mentally handicapped; The *Volunteers for Youth Program* in the Gettysburg community; The *Social Justice Committee* which examines a commitment to peace and human rights issues; The *Worship and Music Committee* which plans for services in Christ Chapel; The *Lecture Committee* which sponsors outstanding speakers and a *Resident Theologian's visit* each year. *Leaven*, a monthly newsletter about Christian existence in secular contexts, is a journal of the Chapel Council and is distributed to undergraduates and interested graduates.

Other offerings of the Chapel Program include annual field trips to investigate the work of the Church in an urban setting and *Awareness Trips* jointly sponsored with the Sociology department. Recent trips have included visits to Appalachia, John's Island, South Carolina, and month-long January Term expeditions throughout the south and to Indian reservations in the west. The Chaplains also administer a program of *Service/Work/Study Internships* during the January Term utilizing the world wide structure of the Lutheran Church in America.

Communities Of Risk—groups of up to ten students and a resource person—agree to meet for one overnight each week at the Dean's Conference House and explore more fully what it means to be human and in community. **Search** is a common interest group similar to *COR* but with the specific goal of examining Christian community. **Pre-Seminary Students** meet monthly to support each other while exploring the Church professions. **Chai** is a common interest group for persons interested in Jewish culture and meets for social activities and a deeper appreciation of Judaism. Also on campus, *Inter-Varsity* and *Fellowship of Christian Athletes* meet for fellowship and renewal.

Through these programs—and those that evolve to continually meet the needs of the Gettysburg College community—and through the personal relationships established by the Chapel staff, the College provides an opportunity for the student who desires better to understand and to practice his or her religious commitments while attending Gettysburg.

Athletics

The College has an extensive program of intercollegiate and intramural athletics for men and women. It is possible for all students to participate in some supervised sport. For those with particular athletic skills and interest there are the varsity teams. For others there is the opportunity to participate in the intramural program, for which competitive teams are organized from fraternities, residence halls, and other groups. The possession of a College identification card guarantees free admission to all intercollegiate contests.

Intercollegiate Athletics Gettysburg College maintains membership in the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, and the Middle Atlantic States Collegiate Athletic Conference. In football, Gettysburg participates in the Centennial Football Conference, which includes Dickinson, Franklin and Marshall, Johns Hopkins, Muhlenberg, Swarthmore, Western Maryland, and Ursinus.

The intercollegiate program includes teams for men, teams for women, and athletic teams for which both men and women are eligible. The breakdown is as follows:

	Men	Women	All Students
Fall	Football Soccer Cross Country Rugby (Club)	Field Hockey Volleyball Cross Country	Bowling (Club)
Winter	Basketball Swimming Wrestling	Basketball Swimming	Rifle (Club)
Spring	Baseball Lacrosse Tennis Track and Field	Lacrosse Softball Tennis Track and Field	Golf

Intramural Sports The Council on Intramural Athletics and Recreational Activities operates extensive intramural programs for all students. This Council, composed of student, faculty, and staff representatives from the Health and Physical Education Department, the Interfraternity Council, the Student Senate, the Panhellenic Council, and the College Union Board, plans and promotes voluntary sport activities. For men, these include touch football, soccer, cross country, basketball, bike rally, wrestling, volleyball, swimming, bowling, billiards, table tennis, golf, badminton, tennis, softball, and track. Women students participate in intramural basketball, volleyball, swimming, bowling, table tennis, badminton, cross country, billiards, bike rally, tennis, and softball. Coeducational sports include volleyball, softball, and a bike rally.

Academic Services and Information

The Office of the Dean of Educational Services, located in Pennsylvania Hall, is involved with many of the academic situations which students encounter. The reporting of academic deficiencies and the student petitions to the Academic Standing Committee are processed by this office. Working in conjunction with the individual student's adviser, the Deans assist students in making educational plans and solving academic problems. In addition, the freshman orientation and advising programs are administered by this office.

The Dean of the College, whose office is also in Pennsylvania Hall, handles matters pertaining to faculty and academic programs. The Associate Deans of the College supply information concerning January term programs, medical and dental school admission requirements, and affirmative action.

Financial Aid

Details about Financial Aid procedures are found in the Student Financial Aid section of this catalogue.

Facilities

Gettysburg College has a 200 acre campus with 43 buildings that provide excellent facilities for all aspects of the College programs. These buildings range from the original College building, Pennsylvania Hall (Old Dorm), constructed in 1837 and listed on the National Register of Historic Places, to the new Musselman Library/Learning Resources Center.

Academic Facilities

The Library The College library collection is housed in the Musselman Library/Learning Resources Center, completed in 1981, and in two departmental libraries, Chemistry in Breidenbaugh Hall and Physics in Masters Hall. Total collections are approximately 280,000 volumes, 36,000 microforms, 32,000 governmental publications, 11,000 records, and extensive slide, filmstrip, and other audio-visual media. The library subscribes to 1,250 journals.

Enter The Center is a booklet available in the library which outlines library hours, service, usage, etc. Those using the library should review this publication.

The College's library uses the Interlibrary Delivery Service, which extends the College's library facilities far beyond the campus through the College's membership in the Associated College Libraries of Central Pennsylvania, PALINET (Pennsylvania Library Network), and the Central Pennsylvania Consortium. Faculty and students are encouraged to use these extended facilities.

Classrooms, Laboratories The following classroom and laboratory facilities serve the College:

Non-Science Facilities

Building	Academic Departments	Special Features
Brua Hall	Theater Arts and Speech	Kline Theatre Stevens Laboratory Theatre
Glatfelter Hall	Business Administration Computer Studies Economics English, Mathematics and Religion	Computer Center Microcomputer Laboratory
McKnight Hall	French German and Spanish	
Schmucker Hall	Art and Music	Studios and Recital Hall
Weidensall Hall	Classics Education History and Philosophy	
West Building White House	Military Science Political Science	

Science Facilities

Building	Academic Departments	Special Features
Breidenbaugh Masters	Chemistry Physics	Hatter Planetarium with Spitz A3P planetarium projector in a 30-foot dome
McCreary	Biology Psychology Sociology and Antropology	Electron Microscopes Greenhouse
Observatory		Sixteen-inch Cassegrain telescope

Computer Center The Computer Center is located in a separately air-conditioned area in Glatfelter Hall and contains a Burroughs 5920 computer available to faculty and students for education and research needs. Priority is given to students enrolled in courses that require the use of the computer and to faculty and students engaged in research.

Microcomputer Laboratory The Microcomputer Laboratory is located in a spacious, air-conditioned room in Glatfelter Hall. The Lab supports the Computer Studies curriculum and includes 28 Apple II microcomputers, two disk drives with each unit, four Epson MX-100 printers, and ample student workspace.

Athletic Facilities

Eddie Plank Memorial Gymnasium, Hen Bream Gymnasium, and John A. Hauser Fieldhouse contain the College's indoor athletic facilities. These facilities include seven regulation basketball courts, four indoor tennis courts, and a 1/11 mile Chem-turf track. In addition there is a swimming pool of olympic dimensions in the College Union Building which is used for varsity swimming competition and intramural and recreation swimming.

There are several athletic field areas: Musselman Stadium, which contains a football field and a quarter-mile cinder track; a baseball field west of the stadium; two areas for soccer and lacrosse; Memorial Field, adjacent to Eddie Plank Gymnasium for women's field hockey and lacrosse; a women's softball field, and the intramural areas which contain eight tennis courts, soccer, football, and hockey fields.

Fourteen intercollegiate tennis courts are also available.

Student Services

Located near to the residence halls are the College Union Building, the Sieber-Fisher Health Center, and Christ Chapel.

Administrative Offices

Pennsylvania Hall, the original College building after complete renovation, now provides modern offices and facilities for administrative personnel. The Admissions Office is housed in the Dwight David Eisenhower House, which served as the office of General Dwight D. Eisenhower during his year in Gettysburg.

Other Facilities

On the campus is the home of the College President. College maintenance services are centered in the West Building. On the northern portion of the campus is the Dean's Conference House, which is used for small group meetings.



GETTYSBURG

Admission,
Expenses and
Financial Aid

Admission Policy

Gettysburg College students come from a variety of backgrounds and secondary school programs. The College welcomes applications from students of differing ethnic, religious, racial, economic, and geographic settings.

The Admissions Staff seeks to identify applicants who have demonstrated a capacity for academic achievement, responsiveness to intellectual challenge, eagerness to contribute their special talents to the College community, and an awareness of social responsibility. Such persons give promise of possessing the ability and the motivation which will enable them to profit from the many opportunities that the College offers.

Since the competition for admission is keen, the Admissions Staff gives careful consideration to each application. Its decision is based on three categories of evidence described below.

Evidence of high academic attainment as indicated by the secondary school record The College requires no fixed number of secondary school units for admission. It normally assumes graduation from an approved secondary school, and it considers grades in academic courses, distribution of subjects, and rank in class as highly significant parts of the applicant's credentials. Participation in accelerated, enriched, and advanced placement courses is desirable. The College regards superior facility in the use of the English language and an understanding of fundamental mathematical processes as essential to a successful college experience.

Evidence of ability to do high quality college work as indicated by aptitude and achievement test results The Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the test results of the American College Testing program are required of all candidates. The College prefers that the SAT be submitted. Applicants submitting the SAT should ensure the reporting of the subscore of the Test of Standard Written English (TSWE), since those results are used for placement purposes in English (see p. 37). Achievement tests are suggested for placement purposes but are not required to complete an application.

Evidence of personal qualities The College seeks evidence that the applicant is a person of good moral character and social habits enabling him or her to contribute to the success of the College community. Such contributions should be appropriate to his or her talents, whether these be leadership in campus programs, involvement in the welfare of others, expression of artistic creativity, or the quiet pursuit of scholarly excellence. In estimating such qualities the College relies on confidential statements from secondary school principals, headmasters, and guidance counselors, and on personal appraisals by its alumni and friends.

Admission Procedure

The student interested in Gettysburg College should submit an application during the fall of his or her senior year and no later than February 15. A nonrefundable fee of \$25 must be sent with the application. Although not required, a visit to the campus and an interview with a member of the Admissions Staff is strongly urged. A student considering a major in art, music, or physical education should make his or her interest known when requesting an interview, so that arrangements can be made for an appointment with a member of the department concerned. Seniors should plan their visits before February 1; juniors, after April 1.

Offers of Acceptance

The Early Decision Plan The student with a strong record through the junior year of secondary school who has decided on Gettysburg College as the college of his or her first choice, may submit an application for Early Decision acceptance. The application will be considered between November 15 and February 1 of the senior year. Those students accepted under this program are obligated to enroll at Gettysburg College and to withdraw applications submitted to other institutions. Notification of the decision on admission will be made between December 15 and February 15. Payment of a nonrefundable advance fee of \$200 is required to validate this offer of acceptance.

The Early Decision applicant should take the Scholastic Aptitude Test in the junior year. However, scores from the November testing date of the senior year may also be considered. Those students submitting applications for Early Decision who are not offered acceptance at that time will automatically be considered for admission under the Regular Decision Plan upon receipt of subsequent grades and test scores from the senior year.

The Regular Decision Plan To be assured of maximum consideration, students must present applications by February 15. Most offers of acceptance will be announced by the first week in April after the receipt of November, December, or January Scholastic Aptitude Test results and senior year first semester grades. College Entrance Examination Board tests taken prior to the senior year may be used to satisfy test requirements.

Payment of a nonrefundable advance fee of \$200 is required to validate this offer of acceptance. Since Gettysburg College subscribes to the principle of the Candidate's Reply Date, the student has until May 1 to make his or her decision and pay the advance fee.

Students offered acceptance under either plan are expected to maintain their academic record, pass all their senior courses, and earn a secondary school diploma.

Admission with Advanced Credit and Placement

Students who have taken college-level courses in secondary school and wish to be considered for advanced credit or placement must take Advanced Placement Tests of the College Entrance Examination Board. All entering students who submit a score of four or higher on these tests shall receive two course credits for each tested area toward the 35-course graduation requirement with the exception of the Mathematics Calculus AB examination, for which one course credit shall be given. Students submitting a score of three may receive at the discretion of the appropriate department one course credit or advanced placement. Students who have completed advanced level or honors courses may be considered for advanced placement.

Those high school students who have taken regular courses at the college level in regionally approved junior or senior colleges may receive credit for these courses if no duplication of high school units and college credits is involved. This credit must be approved by the chairman of the academic department involved.

See the section on Residence Requirements and Schedule Limitations for information about the planning of the academic program of students who plan to complete their graduation requirements in less than four full years.

Admission of Transfer Students

A transfer student may be admitted at the beginning of any term. He or she must present a regular application, including secondary school records and College Entrance Examination Board Test results and an official transcript from all colleges and universities attended. He or she must be entitled to an honorable dismissal without academic or social probation from the college from which he or she transfers and must be recommended for transfer by the Dean of the College previously attended. A transfer candidate is expected to visit the campus for an interview.

Gettysburg College requires sound academic performance in previous college work for students who seek admission as a transfer student. Credit is granted for individual courses passed with a grade of C or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg curriculum. Academic credit for courses transferred is granted tentatively until the student has satisfactorily completed one year of work at Gettysburg College. All transfer students must satisfy all requirements for the degree for which they are candidates.

Admission as a Special Student

A high school graduate, not a candidate for a degree, may apply for admission as a nonmatriculated student. Normally, such a student may enroll in a maximum of two courses. Permission to take more than two courses must be secured from the Dean of the College.

Taking courses as a special student requires permission of the instructors of the courses involved, as well as filing an application for special student status with the Admissions Office. A special student who may later wish to become a candidate for a degree must submit an application under regular admissions procedures. Special students have the same classroom duties and privileges as regular full-time students, but no promise is made in advance that the special student will be admitted as a candidate for the degree.

Comprehensive Academic Fee Plan

Gettysburg College charges a comprehensive academic fee covering the three terms of the academic year. Not included in this fee are books and supplies, gym uniforms for certain Health and Physical Education activity courses, some private lessons in music, and optional off-campus courses in the January Term.

The fee applies to each full-time student: one taking three or four courses in the fall and spring terms and one course in the January Term. With the following exceptions, any courses beyond four courses in the fall and spring terms require additional charges of \$680 per course or \$170 per quarter course. There is no additional charge for the quarter courses in the required program in Health and Physical Education to a maximum of four course registration, or, for majors in that department, for the required quarter courses in the junior and senior years. Courses involving private lessons in Applied Music require extra fees; music majors are permitted some of these courses with the comprehensive fee. For details, see the Health and Physical Education and Music Department listings.

Comprehensive Academic Fee 1984-85	\$7,740
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Board

College Dining Hall (21 meals per week)	\$1,310
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Room Rents

Costs for all College living facilities	\$1,210
Single rooms	\$1,460

Estimate of Total Expense for an Academic Year

Comprehensive Academic Fee	\$7,740
Board	\$1,310
Residence Hall Room	\$1,210
Books and Supplies	\$ 300
	\$10,560

This tabulation does not include personal expenses such as clothing, laundry, spending allowances, fraternity dues, and transportation.

Since the College Store is operated on a cash basis, students should be provided with \$300 each year to purchase books and supplies.

Special Student Fees

Any student who is not a candidate for a degree will be charged at the rate of \$680 per course or \$170 per quarter course.

Payment of Bills

Checks should be made payable to Gettysburg College and sent to the *Bursar, Gettysburg College, Gettysburg, PA 17325* by the dates outlined below.

Although the College operates academically with a three-term calendar, fiscally the College divides the student's charges into two half-year billings; the first due and payable on **August 1** and the second due and payable on **January 1**. Each student candidate for a degree will be billed for one-half of the yearly comprehensive academic fee, room rent, and board charges before the beginning of the fall and January terms. Special students will be billed on a per course or quarter course basis and for room and board, if applicable, before the beginning of each of the three terms. **DELINQUENT ACCOUNTS WILL BE SUBJECT TO A LATE PAYMENT CHARGE OF 1% PER MONTH.**

Of the advanced payment of \$200 made under either the early or regular acceptance plans, \$100 is credited to the first term bill and the remaining \$100 is credited to the reserve deposit. This deposit is used to pay for minor charges such as laboratory breakage, infirmary meals, and room damages for as long as the student is in attendance. If the reserve deposit falls below \$50, replenishment will be required.

Every continuing student in the College is required to pay a fee of \$100.00 by April 1. This amount is deducted from the student's first term College bill. No refunds of this fee will be made after the date of Spring Registration.

Veterans' Administration Benefits

Gettysburg College has made arrangements with the Veterans Administration whereby children of veterans attending College under the provisions of Public Law 634 are eligible to receive monthly payments from the Veterans' Administration in accordance with the scale established by the law. Students requiring any forms to be completed by the College concerning such benefits should contact the Office of the Registrar.

Insured Tuition Plan

An Insured Tuition Payment Plan is usually a combination of a prepayment installment plan covering four years of College expenses and an insurance policy guaranteeing payment for completion of the four years in the event of the death or total disability of the person financing the student's education.

There are a number of Tuition Payment Plans (some with insurance and some without). The College is the most familiar with the plan of the Richard C. Knight Insurance Agency, Inc., 53 Beacon Street, Boston, Massachusetts 02108. In addition, there are others such as: The Tuition Plan, Inc., Concord, New Hampshire 03301 and Academic Management Services, 1110 Central Avenue, Pawtucket, Rhode Island 02861.

Parents should write directly to such organizations. The Director of Admissions generally mails out the Richard C. Knight Insurance Agency, Inc. plan information to all new students around June 1st of each year.

Board

Junior and senior students may choose to take their meals in the Dining Hall on an individual meal or term basis or to eat elsewhere. All fraternity members and pledges may choose to take their meals in the fraternity house. All other students except those living at home must take their meals regularly in the College Dining Hall on a term basis, and participate in the full board plan.

Housing Policy

All freshman men and women are expected to room in the College's residence halls and preference is given them in securing dormitory space. Fraternity housing is available to students following the freshman year. When the residence halls have been filled, permission for off-campus housing may be granted to a limited number of students who have applied through a procedure administered by the Dean of Student Life. Students who have withdrawn from the College and are approved for readmission are expected to occupy any vacancy which may exist in a College residence hall.

Refund Policy

Board

If a student withdraws for any reason at any time, the unused portion of the half-year bill paid for board will be refunded on a pro-rated basis from the date of withdrawal to the end of the half-year billing period, based on the date when the Dining Hall sticker or card is returned to the Business Office.

Comprehensive Academic Fee and Room Rental

One hundred dollars of any comprehensive academic fee or room rental paid by a student shall be non-refundable, regardless of the time of withdrawal.

Date of withdrawal will be the date the student has filed the completed withdrawal form with the Office of the Dean of Student Life.

Withdrawal Because of Serious Illness or Withdrawal of Student with Guaranteed Loan

A student who withdraws during the fall and spring terms because of the student's serious illness and/or has a Guaranteed Student Loan guaranteed by a federal, state, or private agency will be entitled to a refund of comprehensive academic fee and room rental based on the following schedule applied to the half-year bill in question (excluding January Term where appropriate).

One week or less	90% refund
Two weeks or more than one week	80% refund
Three weeks or more than two weeks	60% refund
Four weeks or more than three weeks	40% refund
Five weeks or more than four weeks	20% refund
More than five weeks but less than one-half of the period covered by the half-year bill	10% refund
More than one half of the period covered by the half year bill	No Refund
<i>Note: January Term withdrawals for reasons stated above:</i>	
Withdrawal in first half of January Term	100% refund 2nd half-year bill
Withdrawal in second half of January Term	100% refund spring term portion of 2nd half-year bill

Voluntary Withdrawal

A student who voluntarily withdraws by October 5th of the fall term or by March 5th of the spring term is entitled to a 25% refund of tuition for that term's billing. There is no refund of tuition for voluntary withdrawal during January Term.

A student who completes the January Term but voluntarily declines to enroll for the spring term will be entitled to a refund equaling the spring term portion of the second half-year bill for comprehensive academic fee, room rental, and board minus the non-refundable \$100.00 fee.

Required Withdrawal

A student who is required to withdraw for disciplinary reasons will forfeit all fees (except board, if refund requirements are met) which he or she has paid.

Unused portion of respective half-year bills for comprehensive fee, room, and board will be refunded if academic withdrawal is required at the end of any term provided the student follows all procedures for obtaining refunds.

If a student or the student's parents or guardian feel that the individual circumstances of the student warrant an exception to the refund policy, an appeal may be made to the Treasurer, Gettysburg College.

Reduction of financial aid obligations and advances will receive priority in the payment of refund. The unused reserve deposit balance will be refunded upon the student's graduation or withdrawal, provided the student has no outstanding loans or debts to the institution.

Accident Insurance

Each student as a consequence of his or her payment of the Comprehensive Academic Fee receives coverage under an accident insurance policy with a \$1000 limit. Information concerning the coverage provided by this insurance is made available at the time of registration or in advance if requested.

Personal Property Insurance

The College does not carry insurance on personal property of students and is not responsible for the loss or damage of such property.

Student Financial Aid

Although charges made by colleges and universities have risen sharply in recent years, the fact remains that in most institutions the fees paid by a student or a student's parents cover only a portion of the total cost of a student's education. In private institutions the remainder comes from endowment income and from gifts from sources such as alumni, businesses, foundations, and churches.

Gettysburg College recognizes the primary responsibility of the student and his or her parents to provide as much as possible toward the total cost of the student's college education. Since an education is an investment which should yield life-long dividends, a student should be prepared to contribute to it from his or her own earnings, both before entering and while in college.

Gettysburg College has a program of financial aid for worthy and promising students who are unable to finance their education from personal and/or family resources. Access to such aid is considered a privilege, not a right. The qualifications for assistance, in addition to need, are academic ability, academic achievement, and promise of contribution as a student and citizen. The amount of aid in any particular case is based upon the financial need of the student.

The College participates in the College Scholarship Service and requires all applicants to file both Side I and Side II of the Financial Aid Form. All Financial Aid Forms should be sent to the College Scholarship Service, Box 2700, Princeton, New Jersey 08541. The College also requires that a notarized or certified copy of the parents' most recent U.S. Individual Income Tax Return (Form 1040) be sent directly to the Office of Financial Aid at Gettysburg College. Applicants for admission need not send the IRS Form 1040 in order to receive consideration for financial aid unless specifically requested. This form, however, must be submitted when the student enrolls at the College (May 1).

A prospective student seeking financial aid should forward both Side I and Side II of the Financial Aid Form to the College Scholarship Service as soon as possible after applying for admission, but no later than February 1. A student already enrolled who has previously had some form of aid should secure a renewal application from the Office of Financial Aid and should request his or her parents to complete this form. The renewal application should be forwarded to the College Scholarship Service no later than February 10.

Financial aid is awarded in the form of grants, loans, or a combination of these. All financial aid awards are made for one year only. The Director will consider a request for renewal and will act on the basis of the applicant's record as a student and campus citizen as well as his or her continuing financial need.

Applications for financial aid, of those students who demonstrate financial need, are reviewed to determine eligibility for the following forms of assistance available from Gettysburg College.

Presidential Grant—awarded to entering freshmen with exceptional academic ability, outstanding academic achievement, and superior promise of contribution as a student and campus citizen.

Gettysburg College Grant—awarded to students who, in addition to financial need, evidence good academic ability and academic achievement, and give promise of contribution to the College's extracurricular program. These grants are renewable as long as the recipient continues to demonstrate need, participate in his or her extracurricular activity, and maintains a sound academic record. Normally, such grants are combined with loans and/or student employment in order to meet the student's financial need. In cases of students who demonstrate exceptional talent, skills, and abilities, need may be satisfied entirely with grant funds.

Lutheran College Grant—awarded to Lutheran students. In addition to financial need, consideration is given to academic ability and achievement.

Supplemental Educational Opportunity Grant—a grant program funded by the federal government and administered by the College. The program is designed to assist students from low-income families.

Gettysburg College Loan—a loan program made available by Gettysburg College.

National Direct Student Loan—a loan program funded by the federal government and administered by the College.

College Work-Study Program—an employment program funded by the federal government and the College.

Grants need not be repaid; but the College hopes that recipients will recognize that they have incurred an obligation and will therefore subsequently contribute as they can to help insure that the benefits which they enjoyed will be available to others.

Approximately thirty percent of the students receive financial assistance in some form from the College. About sixty-five percent of the Gettysburg College student body receives aid from the College or other sources.

Rules governing all types of financial aid are stated in the Summary of Regulations published by the Dean of Educational Services, and on the reverse side of the Notification of Financial Aid.

Endowed Scholarships (Grants-in-aid) Student Aid

All students who apply for financial assistance and are determined to have financial need will be considered for these scholarships (grants-in-aid). Recipients are selected by the College.

Though the College administers scholarships restricted to members of a particular sex, the discriminating effect of these awards has been eliminated in the overall administration of the financial aid program through use of other funds made available by the College.

Frederic S. Almy, Sr. Scholarship Fund: The income from a fund created by his son in memory of a man who did not have the opportunity to attend college, for a deserving and financially needy student.

Richard A. Arms Scholarship Fund: The income from a fund contributed by the Class of 1924 in memory of the Chairman of the Mathematics Department (1920–1963) is awarded to a worthy student.

Dr. Joseph B. Baker (1901) and Rena L. Baker Scholarship Fund: The income from a fund donated by the Woman's General League of Gettysburg College is given to a needy and deserving student in the Music Department.

Dr. Ray Alfred Barnard (1915) Scholarship Fund: The income from a fund provided by Dr. Barnard is given to a male student from the Central Pennsylvania Synod who is preparing for the Lutheran ministry.

The Rev. Sydney E. Bateman (1887) Scholarship Fund: The income from the fund is awarded to a needy ministerial student.

Belt Hess-Quay Scholarship Fund: The income from a fund provided by Effie E. Hess Belt (1898) in commemoration of several relatives is awarded as follows: first preference is given to a member of Grace Lutheran Church, Westminster, Maryland; second preference to any other resident of Carroll County, Maryland, who is pursuing theological studies at the College; and third preference is given to any deserving student.

Helen A. and James B. Bender Scholarship Fund: The income from the fund is granted on the basis of need and ability, preference being given to residents of Adams County, Pennsylvania, majoring in Economics and/or Business Administration.

Jesse E. Benner (1907) and Mirierva B. Benner Scholarship Fund: The income from a bequest is used to aid worthy students, preferably preministerial students.

Burton F. Blough Scholarship Fund: The income from a fund contributed by a former trustee is used to aid needy and deserving students.

Harry F. Borleis (1925) Scholarship Fund: The income from a bequest is used to assist needy and deserving students.

Elsie Paul Boyle (1912) Scholarship Fund: The income from a gift by Elsie Paul Boyle is awarded to a needy and worthy student, preference given to a Lutheran from Weatherly, located in Carbon County, Pennsylvania.

Henry T. Bream (1924) Scholarship Fund: The income from a fund contributed by alumni and friends of the College in honor of Henry T. Bream, Professor of Health and Physical Education, 1926–1969, is awarded to a needy and deserving male scholar-athlete.

Randall Sammis Brush (1973) Memorial Scholarship: The income from a fund contributed by family and friends in memory of Randall Sammis Brush is awarded to a needy and deserving student particularly proficient in the study of history.

Edward B. Buller (1923) Scholarship Fund: The income from a fund contributed by the Lutheran Church of the Good Shepherd, Pearl River, New York, and friends in honor of the Rev. Edward B. Buller is awarded to a deserving student, preference being given to a student from Good Shepherd congregation.

Cambridge Rubber Foundation Scholarship Fund: The income from the fund given by the Foundation is awarded to a qualified male student. First preference is given to an employee or relative of an employee of Cambridge Rubber. Second preference is given to a resident of Adams County, Pennsylvania or Carroll County, Maryland.

Dr. Anthony G. Ciavarelli (1933) Scholarship Foundation: The income from a scholarship established by Dr. Anthony G. Ciavarelli is awarded annually to a student (or students) who demonstrates superior character, industry, serious academic purpose, and financial need. Preference to be given to a student preparing for the medical profession. If there are no students who demonstrate financial need (who are preparing for the medical profession), then the income may be used to aid other students who demonstrate financial need. If there are no students who demonstrate financial need, then the College may use the income for any purpose it determines.

Class of 1903, George S. Rentz Memorial Fund: The income from the fund is used in support of the College scholarship program.

Class of 1913 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1915 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1916 Scholarship Fund: The income from the fund is awarded to a needy and deserving sophomore.

Class of 1917 Schmucker-Breidenbaugh Memorial Scholarship Fund: The income from the fund is awarded to a needy and deserving student or students.

Class of 1918 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1921 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1933 Scholarship Fund: The income from a fund established by members of the Class of 1933 is awarded to needy and promising students. Preference is given to students who, beyond academic and personal qualifications, are descendants of members of the Class of 1933.

W. K. Diehl (1886) Scholarship Fund: The income from a fund created by Norman E. Diehl in memory of his father, W. K. Diehl, D.D., is used to provide scholarships to needy and deserving students.

Chris Ebert (1965) Memorial Fund: The fund was established in memory of Chris Ebert by his father and mother. The income is awarded annually to a needy student. First preference is given to a student who is pursuing a career in teaching or majoring in mathematics, and/or participating in intercollegiate wrestling; second preference is given to a student who is studying for the ministry.

The Charles L. "Dutch" Eby (1933) Scholarship Fund: The income from a fund established by the family and friends of Charles L. Eby is awarded to needy students. Preference is given to students who, beyond academic and personal qualifications, are residents of Southcentral Pennsylvania and have demonstrated leadership ability through active participation and excellent performance in extracurricular activities.

Jacob C. Eisenhart and Rosa Bott Eisenhart Scholarship Fund: The income from a fund established by the J. C. Eisenhart Wall Paper Company is awarded to a deserving Lutheran preministerial student.

The Dwight D. Eisenhower Scholarship: Established by the Eisenhower Society in honor of the thirty-fourth President of the United States, a former resident of the community of Gettysburg and a friend and trustee of the College. The Society is dedicated to the preservation of the qualities and ideals of Dwight D. Eisenhower and the contributions which he made to world peace. The income from the fund is awarded to needy students who exemplify superior qualities of honesty, integrity and leadership.

Clarence A. Eyler (1880) and Myrtle B. Eyler Scholarship Fund: The income from a bequest is awarded to a worthy Lutheran preministerial student.

Annie C. Felty Scholarship Fund: The income from the fund is given to a needy and deserving student.

Wilbur H. Fleck (1902) Memorial Scholarship Fund: The income from a bequest is awarded to a graduate cum laude of the Protestant faith of the Wyoming Seminary.

Dr. Daniel F. Garland (1888) Scholarship Fund: The income from the fund is awarded to a deserving ministerial student.

Richard W. Gaver (1966) Memorial Scholarship Fund: The income from a fund contributed by Dr. and Mrs. Leo J. Gaver in memory of their son is awarded to a worthy student, preference being given to a premedical student.

Dr. and Mrs. James E. Glenn Scholarship Fund: The income from a fund contributed by J. Donald Glenn (1923) in memory of his parents is awarded to a worthy student preparing for the Christian ministry or the medical profession.

Gordon-Davis Linen Supply Company Scholarship Fund: The income from a fund contributed by the company is awarded to a deserving student.

Grand Army of the Republic Living Memorial Scholarship Fund: The income from a fund donated by the Daughters of Union Veterans is awarded to a needy and deserving student, preferably the descendant of a Union veteran.

Ida E. Grover Scholarship Fund: The income from a bequest is awarded to a needy and deserving student.

John Alfred Hamme (1918) Scholarship Fund: The income from a fund given by Mr. Hamme is awarded to a deserving student.

Marie H. Harshman Scholarship Fund: The income from a bequest made by Marie H. Harshman is awarded to a Lutheran student preparing for the ministry. Preference is given to a student who intends to enroll at the Lutheran Theological Seminary of Gettysburg.

The Robert W. Hemperly (1947) Memorial Fund: The fund was established in memory of Dr. Hemperly by Mr. and Mrs. G. M. Easley. The income is awarded annually to one or more needy students of high academic ability and outstanding personal qualifications, preference being given to a student preparing for a career in medicine or dentistry.

C. F. Hildebrand (1920) Scholarship Fund: The income from a fund is used to aid worthy preministerial students.

Edgar L. Hildebrand (1928) Scholarship Fund: The income from a fund established by Louis O. Hildebrand as a memorial to his son Edgar L. Hildebrand is awarded each year to worthy students of the College.

Dr. and Mrs. Leslie M. Kauffman Scholarship Fund: The income from a fund donated by Dr. Leslie M. (1890) and Nellie G. Kauffman is awarded to a deserving student, preference being given to students of Franklin County, Pennsylvania, or preministerial or premedical students.

Hon. Hiram H. Keller (1901) Scholarship Fund: The income from a bequest by Mr. Keller, a former trustee, is granted on the basis of need and ability, preferably to applicants from Bucks County, Pennsylvania.

Alvan Ray Kirschner Scholarship Fund: The fund was established by Mr. and Mrs. C. J. Kirschner in memory of their son who lost his life in World War I. The income from the fund is awarded to two students, preference being given to applicants from Hazleton and vicinity. Applications for these scholarships should be made directly to Mr. Carl E. Kirschner, Attorney at Law, Northeastern Building, Hazleton, Pennsylvania 18201.

Klette Scholarship Fund: The income from a fund established by Dr. Immanuel Klette (1939) and friends in honor of Mrs. Margaret Klette, is awarded to a student (for students) whose activities evidence an innovative accomplishment and potential in the promotion of human betterment.

Kathleen M. and Samuel W. Knisely (1947) Scholarship Fund: The income from a fund established by Dr. and Mrs. Samuel W. Knisely is awarded to students majoring in or intending to major in biology or chemistry who show promise for contributions to their chosen field of study.

The Rev. Frederick R. Knubel (1918) Memorial Scholarship Fund: The income from a fund given by John M. McCullough (1918) in memory of his classmate, is awarded to an outstanding senior ministerial student who has financial need.

Bernard S. Lawyer (1912) Scholarship Fund: The income from a bequest shall be awarded to needy and deserving students, preference to be given first to members or former members of St. Mary's Evangelical Lutheran Church, Silver Run, Maryland, and second to members or former members of Evangelical Lutheran Churches in Maryland and Pennsylvania.

Clarence Gordon and Elsie Leatherman Scholarship Fund: The income from a fund given by the Leathermans is awarded to a deserving preministerial student.

The Rev. H. J. H. Lemcke (1860) Memorial Scholarship Fund: The income from a fund given by Ruth Evangeline Lemcke in memory of her father is awarded to worthy male students who are graduates of Pennsylvania secondary schools.

Frank M. Long (1936) Memorial Scholarship Fund: The income from a fund is given in memory of Frank M. Long to worthy students.

Charles B. McCollough, Jr. Memorial Scholarship Fund: The income from a fund provided by Charles B. McCollough (1916) and Florence McCollough in memory of their son and by H. R. Earhart in memory of his grandnephew is awarded to one or more worthy male students.

Charles H. May (1904) Scholarship Fund: The income from a bequest by Mr. May is awarded to deserving male students from York County, Pennsylvania.

Dr. John E. Meisenhelder (1897) Scholarship Fund: The income from a bequest by Dr. Meisenhelder is awarded to a deserving student.

Forrest L. Mercer (1908) Scholarship Fund: The income from a bequest by Forrest L. Mercer is awarded to a deserving and needy student.

J. Elsie Miller (1905) Scholarship Fund: The income from a bequest by Mr. Miller is awarded to a preministerial student.

Miller-Dewey Scholarship Fund: The income from a bequest by the Rev. Adams B. Miller (1873) is awarded to a deserving student.

Rev. William J. Miller (1903) Scholarship Fund: The income from a bequest by Mary Willing Miller is awarded to worthy young persons. Preference is given to students preparing for the Lutheran ministry and especially to those from Tabernacle Evangelical Lutheran Church, Philadelphia, Pennsylvania.

Musselman Scholarship Fund: The income from a fund established by The Musselman Foundation, to be awarded to a deserving student, with preference given to sons or daughters of employees of the Musselman Fruit Product Division, Pet Incorporated.

John Spangler Nicholas (1916) Scholarship Fund: The income from a bequest by John Spangler Nicholas is awarded to a member of the Junior or Senior Class of sterling character and high intellectual ability in the Department of Biology, preferably zoology.

Nellie Oller and Bernard Oller Memorial Scholarship Fund: The income from a bequest by Ida R. Gray in memory of her daughter and son-in-law is awarded to a deserving student, preference being given to a Lutheran applicant from Waynesboro, Pennsylvania.

Lovina Openlander Scholarship Fund: The income from the fund is awarded to needy and deserving students.

The Lillian M. and William H. Patrick, Jr. (1916) Scholarship Award: The income from a bequest by William H. Patrick, Jr., is awarded on a competitive basis to students with musical ability.

Willard S. Paul Scholarship Fund: The income from a fund contributed in his honor by friends of the College on the occasion of President Paul's retirement and thereafter awarded to a deserving student.

Earl G. Ports (1923) Scholarship Fund: The income from a fund provided by Horace G. Ports (1925) in memory of his brother is awarded to a worthy student preferably in the Department of Physics.

Dr. and Mrs. Carl C. Rasmussen Scholarship Fund: The income from a fund donated by The Reverend Carl C. (1912) and Alma I. Rasmussen is awarded to a deserving student. Preference is given to a student preparing for the ministry in the Lutheran Church.

Rev. Clay E. Rice (1911) Scholarship Fund: The income from a fund established by Minnie Catherine Rice in honor of her husband, Rev. Clay E. Rice, is awarded to a student preparing for the ministry.

James A. Rider (1942) Scholarship Fund: The income from a fund established by James A. Rider is awarded to worthy and deserving students determined to be in financial need. Preference is to be given first to dependents of active employees of Thermos Industries, Inc., of Raleigh, North Carolina; second, to students who compete in intercollegiate athletics; and third, to students who may be orphans.

Lawrence E. Rost (1917) Fund: The income from a fund established by Jeanne Preus Rost in memory of her husband, Lawrence E. Rost, is awarded to deserving students, descendants of Charles A. Rost, Red Lion, York County, Pennsylvania, being given first consideration.

Philip P. Rudhart Scholarship Fund: The income from a bequest by Emma Bennix in memory of her brother is awarded to deserving male students.

Mary Sachs Scholarship Fund: The income from a fund established as a memorial to Mary Sachs is awarded to a needy and deserving student, preference given to a student in business administration whose interests are in retailing.

Andrew C. Schaedler Foundation Scholarship: The income from a fund established as a memorial to Andrew C. Schaedler is awarded to worthy and needy students from Central Pennsylvania who graduated from a high school located in Dauphin, Lebanon, Cumberland, York, Franklin, Lancaster, Perry, Mifflin, Adams, Northumberland, or Huntingdon County.

Calvin L. Schlueter Scholarship Fund: The income from a bequest by Calvin F. Schlueter is awarded to needy and promising students.

Gregory Seckler (1965) Memorial Scholarship Fund: The income from a fund given by Mr. and Mrs. J. M. Arnold, Sr., in memory of Gregory Seckler, is awarded to a deserving student, preference being given to an English major.

Edgar Fahs Smith (1874) Scholarship: The income from a fund provided by Margie A. Smith in honor of her father, Edgar Fahs Smith, is given to a student recommended by the Chemistry Department.

Mary Ann Ocker Spital Scholarship Fund: The income from a bequest is awarded to a qualified male student.

Edward J. Stackpole Scholarship Fund: The income from a fund contributed by the friends of General Stackpole is awarded to a deserving student, preference being given to a student in American history interested in the Civil War.

The Rev. Milton H. Stine (1877) and Mary J. Stine Memorial Scholarship Fund: The income from a fund provided by Dr. Charles M. A. Stine (1901) in memory of his parents is awarded to a preministerial student.

Dr. J. H. W. Stuckenberg Scholarship Fund: The income from a bequest by Dr. Stuckenberg is awarded to a qualified student.

Surdna Foundation Scholarship: The income from a gift of the Surdna Foundation is awarded to students of exceptional academic ability and outstanding promise of contributions to the College.

Warren L. Swope (1943) Scholarship Fund: The income from a fund contributed by Warren L. Swope, a career diplomat, is awarded to a qualified student, preference being shown to students of American parentage who have spent a significant portion of their pre-college years abroad.

Parker B. Wagnild Scholarship Fund: The income from a fund contributed by alumni and friends of the Gettysburg College Choir is given to needy and deserving students in the Music Department.

The John G. Walborn (1937) Scholarship Fund: The income from a fund provided by John G. Walborn is given to needy and deserving students, preferably those majoring in Economics or Business Administration.

The Stuart Warrenfeltz Memorial Fund: The income from a bequest by Ethel Warrenfeltz McHenry in memory of her son Stuart Warrenfeltz is awarded to a worthy young man, preference being given to students from Funkstown, Washington County, Maryland.

Dr. Rufus B. Weaver (1862) Scholarship Fund: The income from a bequest by Dr. Weaver is awarded to deserving students.

Senator George L. Wellington Scholarship Fund: The income from a bequest by Mr. Wellington is awarded to a deserving Lutheran preministerial student.

Richard C. Wetzel Scholarship: The income from a fund contributed by Richard C. Wetzel is awarded to a deserving and needy student.

Jeremiah A. Winter and Annie C. Winter Memorial Scholarship Fund: The income from a fund contributed by Amelia C. Winter in memory of her parents is granted to a needy and deserving student.

Norman S. Wolf (1904) Scholarship Fund: The income from a fund contributed by Dr. Spurgeon M. Keeny (1914) in honor of the Rev. Norman S. Wolf is awarded to a worthy student, preference being given to a student who is fatherless.

Woman's League Scholarship Fund: The income from a fund established by The Woman's General League of Gettysburg College to be awarded to needy and promising students.

John B. Zinn Scholarship Fund: A fund established by friends and former students of Professor John B. Zinn, former Chairman of the Chemistry Department, to provide support for promising students, who demonstrate need, with preference given to students preparing for fields associated with the healing arts.

Loan Funds for Students

Alumni Loan Fund: Loans are available to members of the Senior Class who have financial need. The Alumni Loan Fund was established by the Alumni Association and augmented by individual and class contributions.

The Rev. Edward I. Morecraft (1924) Memorial Loan Scholarship Fund: This fund was established by the St. James Lutheran Church of Stewart Manor, Long Island, in memory of its former pastor.

Milton T. Nafey and Mary M. Nafey Student Loan Fund: A bequest from the estate of Mary M. Nafey provides a fund for student loans.

The Charles H. Rothfuss and Martha Huffman Rothfuss Loan Scholarship Fund: This fund was contributed by Dr. E. Lloyd Rothfuss (1916) in memory of his parents.

Other Aid for Students

Scholarships

AAL Lutheran Campus Scholarship: Aid Association for Lutherans makes available scholarship funds each year to assist needy students who hold membership with the association. Selection of recipients is made by the College.

Army ROTC Scholarships: United States Army Scholarships provide part or full tuition scholarships to some students enrolling in the ROTC program. After completing their education, students enter active duty in the United States Army as commissioned officers. Information on these scholarships may be acquired by writing to the Army ROTC, Gettysburg College, Gettysburg, Pa. 17325.

Frank D. Baker Scholarship Fund: An award available to aid worthy students in immediate need. Selection of recipients is made by the College.

Lutheran Brotherhood Lutheran Senior College Scholarship: The scholarships are awarded to Lutheran students who will begin their first year of post-secondary study at Gettysburg College. Recipients are selected by Gettysburg College on the basis of scholastic achievement, religious leadership, and financial need.

Lutheran Brotherhood Members' Scholarship Program: Established to assist Lutheran Brotherhood members attending accredited post-secondary institutions. Information is available from Lutheran Brotherhood, 701 Second Avenue South, Minneapolis, Minnesota 55402.

Frank L. Daugherty (1922) Scholarship Fund: The income from a trust established by Frank L. Daugherty is awarded to a deserving York County resident who would not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

Christian R. and Mary F. Lindback Foundation Scholarship Fund: The scholarship is awarded preferentially to residents of New Jersey, Pennsylvania, Delaware, or Maryland who are of high character and ability.

Guy L. Moser Fund: Mr. Guy L. Moser established a trust fund to support grants to male students from Berks County, Pennsylvania, who are majoring in American history and who rank in the upper third of their class. Applications for these grants should be made directly to the National Central Bank, 515 Penn Street, Reading, Pennsylvania 19603.

Charlotte L. Noss Scholarship Fund: The income from a trust established by Charlotte Noss is awarded to a deserving female student from York County, Pennsylvania, who will not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

The Ernest D. Schwartz (1916) Scholarship Fund: The income from a fund established in memory of Ernest D. Schwartz is awarded to a needy and worthy student. The recipient is selected by the College.

Weaver-Bittinger Classical Scholarship: The income from a trust created by Rufus M. Weaver (1907) is awarded to a needy and deserving student(s) who has demonstrated outstanding academic achievement. Recipients are selected by Gettysburg College.

State and Federal Scholarship Programs

Pell Grant: A federal grant program to enable students to attend colleges and universities; awarded by the Office of Education.

State of Connecticut Scholarship: An award given by the State of Connecticut to students who are residents of Connecticut. The students are selected on the basis of academic achievement and financial need. Information on these scholarships should be acquired from the high school guidance office.

New Jersey State Scholarship: An award made available by the State of New Jersey to residents of New Jersey. The recipients are selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

Pennsylvania Higher Education Grant: An award given to students who are residents of Pennsylvania, selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

There are other states with scholarship and/or grant programs. Further information may be available at high school guidance offices.

State and Federal Loan Program

Guaranteed Student Loan: This education loan program enables students to borrow directly from a bank, credit union, savings and loan association or other participating lender. Students may borrow up to \$2,500 per academic year, \$12,500 maximum for undergraduate study. The interest rate is 8% and repayment of the principal and interest begins 6 months after completion of college.

Parent Loan for Undergraduate Study: Parents of dependent undergraduate students may borrow up to \$3,000 per academic year through this federally sponsored program. Total borrowing may not exceed \$15,000, and the repayment period can be from 5 to 10 years, beginning 60 days after the first loan is advanced. Applications for PLUS loans may be obtained at a participating lender.

Cooperative Installment Payment Plan

In affiliation with a local bank, Gettysburg College offers an installment payment plan to parents that covers a portion of the yearly educational costs. Interest rates are fixed over the term of the repayment schedule, which may be from one to five years, beginning 45 days after execution of the note. The College is the guarantor of each loan; therefore, the interest rate is lower than the regular market rate. Application is made through the Financial Aid Office.





GETTYSBURG

Register

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CPC North America,
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Jenkintown, Pennsylvania

Alfred L. Mathias
Cockeysville, Maryland

Paul M. Orso
Millersville, Maryland

Joseph T. Simpson
Camp Hill, Pennsylvania

Herman G. Stuempfle, Jr.
Gettysburg, Pennsylvania

Raymond A. Taylor, M.D.
York, Pennsylvania

Howard Trexel
Somerset, Pennsylvania

Donald K. Weiser
Gettysburg, Pennsylvania

Bertram M. Wilde
Philadelphia, Pennsylvania

Charles W. Wolf
Gettysburg, Pennsylvania

Irvin G. Zimmerman
Swarthmore, Pennsylvania

The dates following the names indicate years of previous service and the beginning year of present service on the Board of Trustees.

**Honorary Life Trustee*

Administration (1983-1984 Academic Year)

Charles E. Glassick 1977-
President and Professor of Chemistry
B.S., Franklin and Marshall College; M.A., Ph.D.,
Princeton University; D.Sc., University of Richmond

Julie L. Ramsey 1981-
Assistant to the President
B.A., Denison University; M.A.,
Indiana University

Karl J. Mattson 1977-
Chaplain
B.A., Augustana College (Illinois); B.D.,
Augustana Theological Seminary; S.T.M., Yale Divinity
School

David B. Potts 1979-
Dean of the College and Professor of History
B.A., Wesleyan University; M.A., Ph.D., Harvard University

G. Ronald Couchman 1967-
Assistant Dean of the College and Registrar
B.A., Gettysburg College

Donald W. Hinrichs 1968-
Associate Dean of the College and Associate
Professor of Sociology and Anthropology
B.A., Western Maryland College; M.A., University
of Maryland; Ph.D., Ohio State University

Robert C. Nordvall 1972-
Associate Dean of the College
B.A., DePauw University; J.D., Harvard Law School;
Ed.D., Indiana University

Richard K. Wood 1969-
Director of Academic Computing
B.A., Earlham College; M.S. (2), University of Wisconsin

Kim S. Breighner 1975-
Computer Operator
A.S., York College of Pennsylvania

William Wilson 1979-
Coordinator of Academic Computing
B.A., Gettysburg College; M.A., Ph.D., University of
Connecticut

Willis M. Hubbard 1983-
College Librarian
B.A., Monmouth College (Illinois); M.S., University
of Illinois; M.A., Southern Illinois
University

Mary G. Burel 1970-
Acquisitions Librarian
B.A., University of Oklahoma; M.S.L.S., Florida
State University

David T. Hedrick 1972-
Audio Visual Librarian
B.A., Emory and Henry College; M.A.,
University of Denver

Dwight A. Huseman 1971-
Serials/Documents and Systems Librarian and
Director of Church Relations
A.B., Susquehanna University; B.D., S.T.M.
Lutheran Theological Seminary, Philadelphia;
M.S.L.S., Drexel University

Anna Jane Moyer 1961-
Readers' Service Librarian
A.B., Susquehanna University; M.S.L.S.,
Drexel University

Frances H. Playfoot 1972-
Assistant Readers' Service Librarian/
Circulation Librarian
B.A., The George Washington University;
M.S.L.S., Shippensburg State College

Michael E. Wright 1982-
Catalogue Librarian
B.S., Central Michigan University; M.A., The
University of Minnesota, Twin Cities

Frank B. Williams 1966-
Dean of Educational Services
B.A., M.A.T., Wesleyan University; Ed.D.,
University of Pennsylvania

Salvatore Ciolino 1971-
Associate Dean of Educational Services
B.A., State University of New York at Geneseo;
M.S., State University of New York at Albany; D.Ed.,
Nova University

Ronald L. Shunk 1983-
Associate Director of Financial Aid
B.A., M.Ed., The Pennsylvania State University

Edward G. Hook 1982-
Director of Administrative Computing
B.A., Lycoming College

Nancy C. Locher 1968-
Dean of Student Advisement
B.A., Mary Baldwin College; M.A., University of
North Carolina

Delwin K. Gustafson 1967-
Director of Admissions
B.A., Augustana College (Illinois); J.D., University of
Nebraska

Donald L. Anderson 1982-
Admissions Counselor
B.A., Franklin and Marshall College

Daniel A. Dundon 1972-
Associate Director of Admissions
B.A., State University of New York at Buffalo;
M.A., Eastern Michigan University

Janet Frick 1980-
Assistant Director of Admissions
B.A., Gettysburg College

Jean LeGros 1978-
Associate Director of Admissions
B.A., Gettysburg College

- Gail Sweezy** 1983-
Admissions Counselor
B.A., Allegheny College
- Lynne Basler VanZandt** 1980-82; 1983-
Admissions Counselor
B.S., Saint Lawrence University
- Eugene M. Haas** 1954-
Director of Intercollegiate Athletics and Professor of Health and Physical Education
B.A., Gettysburg College; M.A., Columbia University
- Colette Albertson** 1982-
Coordinator of Women's Athletics and Head Coach of Volleyball and Tennis
B.A., Franklin College; M.A., Miami University
- Lois J. Bowers** 1969-
Assistant Professor of Health and Physical Education
B.S., Temple University; M.Ed., Western Maryland College
- Katherine K. Higgins** 1981-
Coach and Lecturer in Health and Physical Education
B.S., Springfield College; M.Ed., East Stroudsburg State College
- Kevin Higgins** 1982-
Assistant Coach of Football and Baseball
B.S., West Chester State College; M.ed., East Stroudsburg State College
- Robert T. Hulton** 1957-
Coach and Associate Professor of Health and Physical Education
B.A., Grove City College
- R. Eugene Hummel** 1957-
Coach and Associate Professor of Health and Physical Education
B.A., Gettysburg College; M.A., Columbia University
- George E. Kennedy, Jr.** 1980-
Swimming Coach and Bowling Supervisor
A.B., M.A.T., University of North Carolina
- Robert E. Lehr** 1971-75, 1980-
Head Basketball and Cross Country Coach
B.S., Lock Haven State College; M.Ed., University of Pittsburgh
- William T. Miller** 1977-
Coach and Instructor in Health and Physical Education
B.S., M.Ed., Norwich University
- Barry H. Streeter** 1975-
Head Football Coach and Assistant Professor of Health and Physical Education
B.A., Lebanon Valley College; M.S., University of Delaware
- Lawrence J. Zelenz** 1980-
Head Soccer Coach and Track Coach
B.A., M.A.T., DePauw University
- Susan M. Brady** 1982-
Dean of Student Life
B.S., Ed.D., University of Massachusetts, Amherst
- Mary D. Gutting** 1979-
Assistant Dean of Student Life
B.S., University of Northern Colorado;
M.Ed., Colorado State University
- Bruce A. Jacobs** 1983-
Assistant Dean of Student Life
B.S., M.S., State University of New York at Brockport
- Deanna Forney** 1978-
Director of Career Services
B.A., Gettysburg College; M.A., The Pennsylvania State University; M.A., University of Maryland
- Sally M. Campbell** 1983-
Assistant Director of Career Services
B.A., Colgate University; M.S., Indiana University
- William H. Jones** 1964-
Coordinator of Counseling
B.A., Eastern Nazarene College; M.A., University of Wisconsin; Ed.D., Boston University
- Frances Parker** 1980-
Counseling Psychologist
B.A., M.A., University of Kentucky
- M. Jacquelyn McArdle** 1983-
Clinical Consultant
B.A., Carlow College; M.S., Marquette University; M.D., The Medical College of Pennsylvania
- J. Michael McGrath** 1967-
Clinical Consultant
B.S., University of Notre Dame; M.D., Temple University School of Medicine
- Edward F. McManness** 1970-
Director of the College Union
B.S., M.S., East Texas State University; M.B.A., Mt. St. Mary's College
- Miriam Langa** 1982-
Program Director, College Union
B.A., University of Massachusetts
- Clare N. Shumway** 1977-
Medical Director
M.D., University of Buffalo School of Medicine
- Douwe L. Radsma** 1961-
College Physician
M.D., University of Amsterdam
- Ruth Kane** 1964-
Head Nurse
R.N., Mercy Hospital; B.S., Duquesne University
- John J. Schlegel** 1976-
Treasurer and Business Manager
B.S., M.B.A., Temple University

Roland E. Hansen 1973-
Assistant Business Manager
B.A., Nebraska Wesleyan University

Michael Malewicki 1976-
Director of Personnel
B.A., Gettysburg College; M.S., Shippensburg State
College; M.B.A., Mt. St. Mary's College

Gary L. Anderson 1973-
Director of Auxiliary Services
B.A., University of Albuquerque;
M.B.A., Mt. St. Mary's College

Thomas Phizacklea 1982-
Manager, College Store
B.A., University of Pittsburgh, Johnstown

Jay P. Brown 1947-
Bursar
Certificate, American Institute of Banking

Jack S. Krafft 1970-
Director of Safety and Security

James TenBrook 1982-
Director of Physical Facilities
B.S., U. S. Naval Academy; M.S., Texas A & M
University; M.A., Columbia University

Richard Page Allen 1978-
Vice President for College Relations
A.B., Lafayette College

Gary Lowe 1978-
Associate Vice President for College Relations
B.S., Denison University; M.S., Miami University

Bruce Bigelow 1983-
Director of Major Gifts/Planned Giving
B.A., College of Wooster; M.A., Ph.D.,
University of Chicago

Arthur G. Wasserman 1983-
Assistant Director of Development for
Special Support Programs
A.B., Dickinson College

Marguerite Carroll Zelenz 1977-
Director of Annual Giving
B.A., Duke University

Karen L. Scheible 1982-
Assistant Director of Annual Giving
B.A., Muhlenberg College

Bernadine Dorich 1979-
Director of Public Relations
A.B., West Liberty State College; M.A., Kent State
University

Kelly Ann Alsedek 1981-
Assistant Director of Public Relations
B.A., Gettysburg College

Robert D. Kenworthy 1965-
Associate Director of Public Relations

Robert D. Smith 1965-
Director of Alumni Relations
B.S., Gettysburg College; M.S., Shippensburg State
College

The Faculty (1983-84 Academic Year)

- Charles E. Glassick** 1977-
President and Professor of Chemistry
B.S., Franklin and Marshall College; M.A., Ph.D., Princeton
University; D.Sc., University of Richmond
- David B. Potts** 1979-
Dean of the College and Professor of History
B.A., Wesleyan University; M.A., Ph.D., Harvard University

Emeriti

- R. Henry Ackley** 1953-1976
Professor of Music, Emeritus
B.A., Western Maryland College; Teacher's Certificate in
Voice, Peabody Conservatory of Music
- Albert Bachman** 1931-1963
Professor of Romance Languages, Emeritus
Ph.D., University of Zurich; Agregation, University of
Zurich; Ph.D., Columbia University
- Guillermo Barriga** 1951-1981
Professor of Romance Languages, Emeritus
B.S., Columbian Naval Academy; M.A., Middlebury
College; Ph.D., University of Madrid
- Robert L. Bloom** 1949-1981
Professor of History, Emeritus
B.S., Shippensburg State College; M.A., Duke University;
Ph.D., Columbia University
- M. Esther Bloss** 1953-1968
Professor of Sociology, Emerita
B.A., Cornell University; M.A., Ph.D., Columbia University
- Harry F. Bolich** 1947-1980
Professor of Speech, Emeritus
Sc.B., Sc.M., Bucknell University
- Henry T. Bream** 1926-1969
Professor of Health and Physical Education, Emeritus
B.S., Gettysburg College; M.A., Columbia University
- Albert W. Butterfield** 1958-1972
Professor of Mathematics, Emeritus
B.S., United States Naval Academy; M.S., University of
Michigan
- Glendon F. Collier** 1957-1983
Professor of German and Russian, Emeritus
B.A., Franklin and Marshall College; M.A.,
University of California, Berkeley
- Martin H. Cronlund** 1957-1973
Dean, Emeritus
B.A., Gettysburg College; M.A., Temple University
- Helen H. Darrah** 1961-1977
Professor of Biology, Emerita
B.S., M.S., University of Pittsburgh
- William C. Darrah** 1957-1974
Professor of Biology, Emeritus
B.S., University of Pittsburgh; L.H.D., Gettysburg College

- Harold A. Dunkelberger** 1950-1983
Professor of Religion, Emeritus
B.A., Gettysburg College; B.D., Lutheran
Theological Seminary, Gettysburg; Ph.D.,
Columbia University; D.D., Susquehanna University
- Edith Fellenbaum** 1963-1968
Professor of Education, Emerita
B.A., Gettysburg College; M.A., The Johns Hopkins
University
- Richard B. Geyer** 1954-1982
Professor of English, Emeritus
A.B., M.A., Miami University; Ph.D.,
Northwestern University
- John G. Glenn** 1925-1966
Professor of Classics, Emeritus
B.A., M.A., Wesleyan University; Ph.D., Princeton
University
- Chester E. Jarvis** 1950-1980
Professor of Political Science, Emeritus
A.B., M.A., University of California, Berkeley; Ph.D.,
University of Pennsylvania
- W. Ramsey Jones** 1956-1975
Dean, Emeritus
B.A., Gettysburg College
- Arthur L. Kurth** 1962-1983
Professor of French, Emeritus
B.A., Yale College; Ph.D., Yale University
- M. Scott Moorhead** 1955-1981
Professor of Mathematics, Emeritus
B.S., M.A., Washington and Jefferson College; Ph.D.,
University of Pittsburgh
- Charles E. Platt** 1957-1983
Professor of Psychology, Emeritus
A.B., Wittenberg University; M.A., Ph.D.,
Ohio State University
- Ingolf Qually** 1956-1982
Professor of Art, Emeritus
B.A., St. Olaf College; B.F.A., M.F.A.,
Yale University
- James H. Richards** 1974-1983
Librarian Emeritus
B.A., Wesleyan University; B.S.L.S.,
Columbia University; M.A., Wesleyan University
- Norman E. Richardson** 1945-1979
Professor of Philosophy, Emeritus
A.B., Amherst College; B.D., Yale Divinity School; Ph.D.,
Yale University
- Katherine K. Taylor Rood** 1947-1966
Professor of English, Emerita
B.A., University of Oregon
- Russell S. Rosenberger** 1956-1981
Professor of Education, Emeritus
B.S., Geneva College; M.Litt., Ed.D., University of
Pittsburgh

Calvin E. Schildknecht 1959–1979
Professor of Chemistry, Emeritus
B.S., Gettysburg College; Ph.D., The Johns Hopkins University

Henry Schneider, III 1964–1981
Professor of German, Emeritus
A.B., M.A., Ph.D., Princeton University

W. Richard Schubart 1950–1981
Professor of Philosophy, Emeritus
A.B., Dartmouth College; A.M., Columbia University

Charles A. Sloat 1927–1968
Professor of Chemistry, Emeritus
B.S., Gettysburg College; M.A., Haverford College; Ph.D., Princeton University

Lillian H. Smoke 1959–1974
Librarian, Emerita
B.A., Juniata College; B.S.L.S., Columbia University

Parker B. Wagnild 1937–1976
Professor of Music, Emeritus
B.A., St. Olaf College; B.D., Lutheran Theological Seminary, Gettysburg; M.S.M., Union Theological Seminary; M.A., New York University; Mus.D., Thiel College; D.D., Gettysburg College

Glenn S. Weiland 1949–1974
Professor of Chemistry, Emeritus
B.S., M.S., Ph.D., University of Maryland

Conway S. Williams 1949–1980
Professor of Economics and Business Administration, Emeritus
A.B., Columbia University; M.S., Columbia University School of Business

Waldemar Zagars 1956–1974
Professor of Economics, Emeritus
Dr. oec., University of Riga

Current Faculty

James Agard 1982–
Associate Professor of Art, Department Chairperson
B.S., The State University of New York at New Paltz; M.F.A., Rutgers University

Paul R. Baird 1951–
Associate Professor of Economics and Business Administration
B.A., M.A., The Pennsylvania State University

Robert D. Barnes⁴ 1955–
Dr. Charles H. Graff Professor of Biology
B.S., Davidson College; Ph.D., Duke University

Edward J. Baskerville 1956–
Professor of English
B.S., Lehigh University; M.A., Ph.D., Columbia University

Neil W. Beach³ 1960–
Associate Professor of Biology
B.S., M.S., Ph.D., University of Michigan

Ethel Beach-Viti 1978–
Assistant Professor of French
B.A., University of Montevallo; M.A., Ph.D., Duke University

F. Eugene Belt 1966–
Associate Professor of Music
A.B., Western Maryland College; M.A., New York University

George H. Berlin, III 1983–
Instructor in Mathematics
B.A., M.A., George Washington University

Gareth V. Biser 1959–
Associate Professor of Health and Physical Education
B.S., Gettysburg College; M.S., Syracuse University

A. Bruce Boenau 1957–
Professor of Political Science
A.B., Amherst College; A.M., Ph.D., Columbia University

Gabor S. Boritt 1981–
Associate Professor of History
B.A., Yankton College; M.A., University of South Dakota; Ph.D., Boston University

Donald M. Borock 1974–
Associate Professor of Political Science, Department Chairperson
B.A., M.A., Ph.D., University of Cincinnati

Bruce W. Bugbee 1958–
Associate Professor of History
A.B., College of William and Mary; A.M., Ph.D., University of Michigan

Ronald D. Burgess 1980–
Assistant Professor of Spanish
B.A., Washburn University of Topeka; M.A., Ph.D., University of Kansas

Debra Campbell 1983–
Assistant Professor of Religion
B.A., Mount Holyoke College; Ph.D., Boston University

A. Ralph Cavaliere 1966–
Professor of Biology, Department Chairperson
B.S., M.S., Arizona State University; Ph.D., Duke University

Ronald C. Cere 1983–
Assistant Professor of Spanish
B.A., City College of the City University of New York; M.A., Queens College of the City University of New York; Ph.D., New York University

John F. Clarke 1966–
Professor of English
B.A., Kenyon College; M.A., Stanford University

Chan L. Coulter 1958–
William Bittinger Professor of Philosophy, Department Chairperson
B.A., University of Iowa; M.A., Ph.D., Harvard University

David J. Cowan 1965–
Associate Professor of Physics, Department Chairperson
B.S., M.A., Ph.D., University of Texas

Basil L. Crapster 1949–
 Adeline Sager Professor of History, Department
 Chairperson
 A.B., Princeton University; A.M., Ph.D., Harvard University

David L. Crowner 1967–
 Associate Professor of German and Russian, Department
 Chairperson
 B.A., Pacific Lutheran University; M.A., Ph.D., Rutgers -
 The State University of New Jersey

Paul R. D'Agostino 1969–
 Professor of Psychology
 B.S., Fordham University; M.A., Ph.D., University of
 Virginia

Theodore C. Daniels 1954–
 Professor of Physics
 B.A., Oberlin College; Ph.D., Syracuse University

Joseph D. Donolli 1971–
 Assistant Professor of Health and Physical Education
 B.S., University of Delaware; M.Ed., Temple University

Karen L. Dugger 1982–
 Assistant Professor of Sociology and Anthropology
 B.A., M.A., Ph.D., Kent State University

Charles F. Emmons 1974–
 Associate Professor of Sociology and Anthropology
 B.A., Gannon College; M.A., Ph.D., University of Illinois

Ann-Harper Fender¹ 1978–
 Associate Professor of Economics and Business
 Administration
 A.B., Randolph Macon Woman's College; Ph.D., The Johns
 Hopkins University

George H. Fick 1967–
 Associate Professor of History
 A.B., Harvard University; M.A., University of Minnesota;
 Ph.D., Harvard University

Kermit H. Finstad 1970–
 Associate Professor of Music
 B.A., St. Olaf College; M.M., The Catholic University of
 America

David E. Flesner¹ 1971–
 Associate Professor of Mathematics
 A.B., Wittenberg University; A.M., Ph.D., University of
 Michigan

Norman O. Forness 1964–
 Associate Professor of History
 B.A., Pacific Lutheran University; M.A., Washington State
 University; Ph.D., The Pennsylvania State University

Donald H. Fortnum 1965–
 Professor of Chemistry
 B.S., Carroll College (Wisconsin); Ph.D., Brown University

Lewis B. Frank² 1957–
 Associate Professor of Psychology
 B.S., Franklin and Marshall College; M.A., The Johns
 Hopkins University

Robert S. Fredrickson 1969–
 Associate Professor of English
 B.A., DePauw University; M.A., University of Minnesota;
 Ph.D., University of North Carolina

Edwin D. Freed 1948–51, 1953–
 Professor of Religion,
 B.A., Gettysburg College; B.D., Lutheran Theological
 Seminary, Gettysburg; Ph.D., Harvard University

Robert H. Freymeyer 1981–
 Assistant Professor of Sociology and Anthropology
 B.A., Vanderbilt University; M.A., College of William and
 Mary; Ph.D., University of Cincinnati

Robert H. Fryling 1947–50, 1958–
 Professor of Mathematics
 B.A., Gettysburg College; M.S., Ph.D., University of
 Pittsburgh

Robert R. Garnett 1981–
 Assistant Professor of English
 B.A., Dartmouth College; M.A., Ph.D., University of Virginia

Robert M. Gemmill 1958–
 Associate Professor of Economics and Business
 Administration
 B.A., Gettysburg College; M.A., University of Pennsylvania

Russell P. Getz 1976–
 Associate Professor of Music
 B.S., Lebanon Valley College; M.S., University of
 Pennsylvania; Ed.D., The Pennsylvania State University

Charles H. Glatfelter 1949–
 Franklin Professor of History
 B.A., Gettysburg College; Ph.D., The Johns Hopkins
 University

Gertrude G. Goppel 1968–
 Associate Professor of Psychology, Department
 Chairperson
 B.S., The Pennsylvania State University; M.S., University
 of Illinois; Ph.D., Temple University

Leonard S. Goldberg 1982–
 Assistant Professor of English
 B.A., University of Michigan; M.A., Ph.D.,
 University of Pennsylvania

Derrick K. Gondwe 1977–
 Assistant Professor of Economics and Business
 Administration
 B.A., Lake Forest College; M.A., University of Wisconsin;
 Ph.D., University of Manitoba

Laurence A. Gregorio 1983–
 Assistant Professor of French
 B.A., Saint Joseph's College; M.A.,
 Ph.D., University of Pennsylvania

Winston H. Griffith 1978–
 Assistant Professor of Economics and Business
 Administration
 B.Sc., University of the West Indies; M.A.,
 Ph.D., Howard University

- Joseph J. Grzybowski** 1979-
Assistant Professor of Chemistry
B.S., King's College; Ph.D., Case Western Reserve University
- J. David Hair** 1981-
Instructor in English
B.A., University of Alabama; M.Div., Southern Baptist Theological Seminary
- Louis J. Hammann** 1956-
Professor of Religion
B.A., Gettysburg College; B.D., Yale Divinity School; M.A., The Pennsylvania State University; Ph.D., Temple University
- CAPT Michael J. Hartman** 1983-
Assistant Professor of Military Science
B.S., The Pennsylvania State University
- J. Richard Haskins** 1959-
Professor of Physics
B.S., University of Texas; Ph.D., Ohio State University
- Peggy Lou Hays** 1983-
Instructor in Economics and Business Administration
B.A., Muskingum College; M.B.A., Northwestern University
- C. Robert Held** 1954-55, 1956-
Assistant Professor of Classics
B.A., Gettysburg College; M.A., Princeton University
- John T. Held** 1960-
Associate Professor of Education
B.A., Gettysburg College; M.A., Columbia University; M.S., University of Illinois
- Caroline M. Hendrickson** 1959-
Assistant Professor of Spanish, Department Chairperson
A.B., Wellesley College; M.A., Columbia University
- Thomas J. Hendrickson** 1960-
Professor of Physics
B.S., M.S., University of Michigan; Ph.D., Iowa State University
- Sherman S. Hendrix** 1964-
Associate Professor of Biology
B.A., Gettysburg College; M.S., Florida State University; Ph.D., University of Maryland
- Janet S. Hertzbach²** 1978-
Assistant Professor of English
B.A., Gettysburg College; M.A., Ph.D., Indiana University
- Edmund R. Hill¹** 1961-
Associate Professor of Economics and Business Administration
B.Com., McGill University; M.A., Ph.D., University of Pittsburgh
- Donald W. Hinrichs** 1968-
Associate Professor of Sociology and Anthropology
B.A., Western Maryland College; M.A., University of Maryland; Ph.D., Ohio State University
- Leonard I. Holder** 1964-
Alumni Professor of Mathematics, Department Chairperson
B.S., M.S., Texas A & M University; Ph.D., Purdue University
- Wade F. Hook** 1967-
Professor of Sociology and Anthropology, Department Chairperson
A.B., Newberry College; B.D., Lutheran Theological Southern Seminary; M.A., University of South Carolina; Ph.D., Duke University
- Mary-Garland Jackson** 1982-
Assistant Professor of Spanish
B.A., Georgetown College; M.A., Ph.D., University of Kentucky
- Carolyn M. Jacobson** 1983-
Assistant Professor of Economics and Business Administration
A.B., Oberlin College; M.A., Ph.D., Ohio University
- John M. Kellett** 1968-
Associate Professor of Mathematics
B.S., Worcester State College; M.S., Rutgers - The State University of New Jersey; Ph.D., University of Florida
- Grace C. Kenney** 1948-
Professor of Health and Physical Education, Department Chairperson
B.S., New York University; M.A., Columbia University
- Robert Kurtz** 1983-
Assistant Professor of Mathematics
A.B., Syracuse University; Ph.D., Princeton University
- MAJ Philip Lamneck** 1982-
Assistant Professor of Military Science
B.S., Ohio State University; M.M., Webster College
- L. Carl Leinbach** 1967-
Associate Professor of Mathematics, Chairperson of Computer Studies
B.A., Lafayette College; M.A., University of Delaware; Ph.D., University of Oregon
- Branko A. Lenski** 1970-
Associate Professor of French
Ph.D., New York University
- Ada G. Lewis** 1977-
Instructor in Economics and Business Administration
B.S., M.Ed., Indiana University of Pennsylvania
- Ralph D. Lindeman** 1952-
Professor of English
B.A., University of Pittsburgh; M.A., Columbia University; Ph.D., University of Pittsburgh
- Jack S. Locher** 1957-
Associate Professor of English
M.A., University of Chicago; Ph.D., University of Pennsylvania

Rowland E. Logan 1958–
Assistant Professor of Biology
A.B., University of California, Los Angeles; M.S., Ph.D.,
Northwestern University

John H. Loose 1959–
Professor of Religion
B.A., Gettysburg College; B.D., Lutheran Theological
Seminary, Gettysburg; M.A., Ph.D., University of Chicago

Franklin O. Loveland 1972–
Associate Professor of Sociology and Anthropology
A.B., Dartmouth College; M.A., Lehigh University; M.A.,
Ph.D., Duke University

Carolyn M. Magness 1982–
Assistant Professor of Mathematics
B.A., Merrimack College; M.S., Northern
Arizona University; M.S., Ph.D., University of New Hampshire

Mitchell R. Malachowski 1983–
Assistant Professor of Chemistry
B.A., Rhode Island College; Ph.D.,
University of North Carolina

Richard T. Mara² 1953–
Sahn Professor of Physics
B.A., Gettysburg College; M.S., Ph.D., University of
Michigan

Laurence A. Marschall 1971–
Associate Professor of Physics
B.S., Cornell University; Ph.D., University of Chicago

Janet M. Martin 1983–
Instructor in Political Science
B.A., Marquette University; M.A.,
Ohio State University

Michael Matsinko 1976–
Assistant Professor of Music
B.S., M.M., West Chester State College

Arthur McCardle 1969–
Assistant Professor of German and Russian
B.A., M.A., Ph.D., Columbia University

Fredric Michelman 1973–
Associate Professor of French, Department Chairperson
B.S.Ec., University of Pennsylvania; M.A., Middlebury
College; Ph.D., University of California, Los Angeles

Jan E. Mikesell 1973–
Associate Professor of Biology
B.S., M.S., Western Illinois University, Ph.D., Ohio State
University

Carey A. Moore 1955–56, 1959–
Professor of Religion, Department Chairperson
B.A., Gettysburg College; B.D., Lutheran Theological
Seminary, Gettysburg; Ph.D., The Johns Hopkins
University

Kenneth F. Mott 1966–
Associate Professor of Political Science
A.B., Franklin and Marshall College; M.A., Lehigh
University; Ph.D., Brown University

Samuel A. Mudd³ 1958–64, 1965–
Professor of Psychology
B.A., Gettysburg College; M.S., Ph.D., Purdue University

James P. Myers, Jr. 1968–
Associate Professor of English
B.S., LeMoyne College; M.A., University of Arizona;
Ph.D., University of Massachusetts

Katsuyuki Niiro 1972–
Associate Professor of Economics and Business
Administration
B.A., M.A., University of Hawaii, M.A., Ph.D., University of
Pittsburgh

Norman K. Nunamaker 1963–
Associate Professor of Music
A.B., Bowling Green State University; M.M., Ph.D., Indiana
University

Paula Olinger 1979–
Assistant Professor of Spanish
B.A., University of Wisconsin; M.A., Ph.D., Brandeis
University

Bruce L. Packard² 1971–
Associate Professor of Education, Department Chairperson
B.A., Gettysburg College; Ed.M., Ed.D., Temple University

William E. Parker 1967–
Associate Professor of Chemistry, Department Chairperson
B.A., Haverford College; M.S., Ph.D., University of North
Carolina

Alan Paulson¹ 1978–
Associate Professor of Art
B.F.A., Philadelphia College of Art; M.F.A., University of
Pennsylvania

Ruth E. Pavlantos 1963–
Pearson Professor of Classics, Department Chairperson
B.A., College of Wooster; M.A., Ph.D., University of
Cincinnati

James D. Pickering 1954–
Professor of English, Chairperson of Interdepartmental
Studies
A.B., A.M., Wesleyan University; Ph.D., Columbia
University

Thane S. Pittman 1972–
Associate Professor of Psychology
B.A., Kent State University; M.A., Ph.D., University of
Iowa

Lisa Portmess 1979–
Assistant Professor of Philosophy
B.A., Gettysburg College; M.A., Ph.D., Queen's University

Sima Rabinowitz 1983–
Instructor in Spanish
B.A., State University of New York at
Binghamton; M.A., University of Maryland

William F. Railing² 1964–
Professor of Economics and Business Administration,
Department Chairperson
B.S., United States Merchant Marine Academy; B.A., The
Johns Hopkins University; Ph.D., Cornell University

- Ray R. Reider** 1962–
Assistant Professor of Health and Physical Education
B.A., Gettysburg College; M.Ed., The Pennsylvania State University
- J. Edward Riggs, Jr.** 1983–
Instructor in Health and Physical Education
B.A., Gettysburg College; M.Ed., Western Maryland College
- Janet Morgan Riggs** 1981–
Assistant Professor of Psychology
B.A., Gettysburg College; M.A., Princeton University
- LTC Patrick E. Riley** 1982–
Professor of Military Science, Department Chairperson
B.S., Boston University; M.S., Florida Institute of Technology
- Michael L. Ritterson** 1968–
Assistant Professor of German and Russian
A.B., Franklin and Marshall College; Ph.D., Harvard University
- Richard G. Rogan** 1981–
Assistant Professor of German and Russian
B.S., University of Wisconsin, Milwaukee; M.A., Ph.D., University of California, Los Angeles
- Alex T. Rowland** 1958–
Ockershausen Professor of Chemistry
B.A., Gettysburg College; Ph.D., Brown University
- Linda A. Rubel** 1982–
Assistant Professor of English
B.A., The Pennsylvania State University;
M.A., Ph.D., University of North Carolina
- Emile O. Schmidt** 1962–
Professor of English and Director of Dramatics
A.B., Ursinus College; M.A., Columbia University
- Allen C. Schroeder** 1967–
Associate Professor of Biology
B.A., Loyola College; M.S., Ph.D., The Catholic University of America
- Walter J. Scott** 1959–
Associate Professor of Physics
B.A., Swarthmore College; M.S., Lehigh University
- Jack Douglas Shand** 1954–
Associate Professor of Psychology
B.A., Amherst College; M.A., Harvard University; Ph.D., University of Chicago
- Daniel Shaw** 1981–
Assistant Professor of Philosophy
B.A., M.A., Northern Illinois University; Ph.D., Ohio State University
- Kathleen E. Shelly** 1981–
Instructor in Spanish
B.A., Douglass College, Rutgers - The State University of New Jersey; M.A., Ohio State University
- Howard G. Shoemaker** 1957–
Associate Professor of Health and Physical Education
B.A., Gettysburg College; M.A., Columbia University
- Lee M. Siegel** 1978–
Instructor in Economics and Business Administration
B.A., Queens College of The City University of New York; M.A., State University of New York at Buffalo
- Ashok K. Singh** 1981–
Instructor in Economics and Business Administration
B.A., University of Delhi; M.B.A., Youngstown State University
- James F. Slaybaugh** 1964–
Associate Professor of Education
A.B., Roanoke College; M.Ed., The Pennsylvania State University
- Carol D. Small** 1969–
Instructor in Art
B.A., Jackson College of Tufts University; M.A., The Johns Hopkins University
- MAJ Lewis J. Smith** 1982–
Assistant Professor of Military Science
B.S., Loyola College of Baltimore; M.Ed., Southwest Texas State University
- Carolyn S. Snively** 1982–
Assistant Professor of Classics
B.A., Michigan State University; M.A., Ph.D., University of Texas at Austin
- Ralph A. Sorensen** 1977–
Assistant Professor of Biology
B.A., University of California, Riverside; Ph.D., Yale University
- Frederick A. Speck** 1983–
Assistant Professor of Music
B.M., M.M., Bowling Green State University
- John R. Stemen** 1961–
Associate Professor of History
B.A., Yale University; M.A., Ph.D., Indiana University
- Mary Margaret Stewart** 1959–
Professor of English, Department Chairperson
A.B., Monmouth College (Illinois); Ph.D., Indiana University
- Robert J. Strandburg** 1983–
Assistant Professor of Psychology
B.A., Amherst College; M.A., Ph.D., University of California, Los Angeles
- Christine M. Sylvester** 1981–
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B.A., Albertus Magnus College; M.A., Boston University; Ph.D., University of Kentucky
- Amie Godman Tannenbaum** 1968–
Assistant Professor of French
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- Donald G. Tannenbaum** 1966–
Associate Professor of Political Science
B.B.A., M.A., City College of the City University of New York; Ph.D., New York University

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B.A., Gettysburg College; B.D., Yale Divinity School; M.A.,
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B.A., St. Peter's College; M.A., Ph.D., Duke University

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A.B., Colby College; M.Ed., Boston University; P.E.D.,
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B.A., University of Illinois; M.A., Ph.D., University of
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¹Sabbatical leave, Fall and January Terms, 1984–85

²Sabbatical leave, January and Spring Terms, 1984–85

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M.A., University of Iowa

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M.S., Columbia University Graduate School of Social Work

Sally Sites

Assistant Field Hockey Coach
B.A., Baldwin-Wallace College

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B.S., The Pennsylvania State University

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B.A., A.M., Allegheny College; Ph.D., Case Western
Reserve University; LL.D., Allegheny College

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B.A., Pacific Lutheran University

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Administration
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University of Michigan

Edward Yelinek

Adjunct Assistant Professor of Psychology
B.A., The Johns Hopkins University;
M.A., Ph.D., The Catholic University
of America

1984-85 Calendar

FALL TERM

September 1-3, Saturday-Monday	Orientation
September 4, Tuesday	Registration
September 4, Tuesday	Opening Convocation
September 5, Wednesday at 8:00 a.m.	Classes begin
October 12, Friday	Fall Honors Day
October 12-14, Friday-Sunday	Fall Parents Weekend
October 23, Tuesday	Mid-term reports
October 27, Saturday	Alumni Homecoming
November 15, Thursday	Fall Convocation (10:50 a.m. classes cancelled)
November 20, Tuesday at 4:00 p.m.	Thanksgiving recess begins
November 26, Monday at 8:00 a.m.	Thanksgiving recess ends
December 7, Friday	Last day of classes
December 10-15, Monday-Saturday	Final examinations

JANUARY TERM

January 3, Thursday at 8:00 a.m.	January Term begins
January 30, Wednesday at 5:00 p.m.	January Term ends

SPRING TERM

February 6, Wednesday	Registration
February 7, Thursday	Classes begin
March 25, Monday	Mid-term reports
March 29, Friday at 4:00 p.m.	Spring recess begins
April 9, Tuesday at 8:00 a.m.	Spring recess ends
April 20, Saturday	Get Acquainted Day
April 26, Friday	Spring Honors Day (11:00 a.m. classes cancelled)
April 26-28, Friday-Sunday	Spring Parents Weekend
May 11, Saturday	Mentor/Presidential Scholars Weekend
May 16, Thursday	Pre-registration
May 17, Friday	Last day of classes (Follow Monday Schedule)
May 20-25, Monday-Saturday	Final examinations
May 31-June 1, Friday-Saturday	Alumni Weekend
June 2, Sunday	Baccalaureate and Commencement

Statistical Summary

Students in College

1982 Full-Time Enrollment

Fall Term

	M	W	Total
Senior	189	214	403
Junior	222	215	437
Sophomore	247	258	505
Freshman	321	265	586
	979	952	1931

Geographic Distribution Full-Time Students 1982 Fall Term

	Number of Students	Percent
New Jersey	603	31.1
Pennsylvania	557	28.7
New York	261	13.5
Connecticut	185	9.5
Maryland	153	7.9
Massachusetts	44	2.3
Virginia	29	1.5
Delaware	19	1.0
Other States and Foreign Countries	80	4.5
	1931	100%

Student Retention

Of the students who entered Gettysburg as freshmen in September 1979, 71.6% were graduated by August 1983; 2.9% who had not the graduation requirements continued at Gettysburg; 5.8% were required to withdraw from Gettysburg for academic reasons.

Endowment Funds

Gettysburg College has benefited over the years and continues to benefit from the income of funds contributed to the College's Endowment. Income from unrestricted endowment funds may be used for the general purpose of the College or for any special purposes; income from restricted endowment funds is used solely for the purpose specified by the donor. The generous support of the donors listed below has been vital to the continuing success of the College.

(Unrestricted)

Allhouse Family Endowment Fund A fund established in honor of William Craig Allhouse '81 and Mrs. Catherine Reaser Allhouse '24, and in memory of William Kenneth Allhouse '25 and Richard Reaser Allhouse '50.

Alumni Memorial Endowment Fund

E. W. Baker Estate

Frank D. Baker

Robert J. Barkley Estate

Fay S. Benedict Memorial Fund

H. Melvin Binkley Estate

H. Brua Campbell Estate

Class of 1919 Fund

Class of 1927 Fund

Class of 1939 Fund

Class of 1971 Fund

Louise Cuthbertson

A bequest in memory of Arthur Herring, Anna Wiener Herring and Louise Cuthbertson.

Charles W. Diehl, Jr., '29

Harold Sheely Diehl Estate

Faculty and Staff Memorial Endowment Fund

Robert G. Fluhrer, '12

The Ford Foundation

The Garman Fund

Given by members of the Garman family as a perpetual family memorial to the endowment of Gettysburg, the income of which shall be used in support of the education program.

The Gettysburg Times

Mamie Ragan Getty Fund

Frank Gilbert

Margaret E. Giles

Ralph and Katherine M. Gresh

James H. Gross Annuity

George G. Hatter, '11

Adam Hazlett, '10

Joseph H. Himes, '10

Marion Huey

John E. Jacobsen Family Endowment Fund

Edmund Keller Estate

Caroline C. Knox

William J. Knox, '10

Frank H. Kramer, '14 and Mrs. Kramer

Bernard S. Lawyer, '12

Harris Lee Estate

The Richard Levis Lloyd Fund

Ralph McCreary Estate

James MacFarlane Fund, Class of 1837
Dana and Elizabeth Manners Memorial
G. Bowers Mansdorfer, M.D., '26
J. Clyde Markel, '00, and Caroline O. Markel
Robert T. Marks
Fred G. Masters, '04
A. L. Mathias, '26
John H. Mickley, '28
 A gift for endowment in memory of his brother William
 Blocher Mickley.

Alice Miller
William J. Miller, Jr., '00
Thomas Z. Minehart, '94
Ruth G. Moyer Estate
Bernice Baker Musser
Helen Overmiller
Ivy L. Palmer
Joseph Parment Company
Mrs. Willard S. Paul, '31
Mary Hart Rinn
Nellie G. Royer
Sarah Ellen Sanders
Anna D. Seaman
A. Richard Shay, '28
Paul R. Sheffer, '18
 A bequest to Gettysburg College in support of the
 educational program.

Herbert Shimer, '96
Robert O. Sinclair
Albert T. Smith Memorial Fund
James Milton Smith Fund
 Contributed by Mrs. Emma Hancock Smith as a memorial
 to her son James Milton Smith.

Anna K. and Harry L. Snyder
Mary Heilman Spangler
Charles M. A. Stine, '01
Harvey W. Strayer, '10
Veronica K. Tollner Estate
Vera and Paul Wagner Fund
Walter G. Warner Memorial Fund (by Bergliot J. Warner)
Leona S. & L. Ray Weaver Memorial Fund
Richard C. Wetzel
Jack Lyter Williams Memorial Fund
 Contributed by Mrs. Ernest D. Williams as a memorial to
 her son Jack L. Williams, Class of 1951.

Jeremiah A. & Annie C. Winter Memorial Fund
Alice D. Wrather
Romaine H. Yagel Trust

(Restricted)

Conrad Christian Arensberg Memorial Fund A fund
 established in 1948 by Francis Louis Arensberg in
 memory of his father, a Union veteran, for the purchase
 of Civil War books and materials.

The Rev. Peter C. Bell Memorial Lectureship Fund A
 fund for the establishment of a lectureship on the claims
 of the gospel on college men.

Bikle Endowment Fund A fund to support debating,
 established in 1925 to honor Dr. Philip Bikle, Class of
 1866, Dean of Gettysburg College 1889-1925.

Joseph Bittinger Chair of Political Science.

Lydia Bittinger Chair of History.

Joseph and Lydia Bittinger Memorial Fund A fund to
 support the needs of the library.

Robert Bloom Fund For Civil War Studies.

Mr. & Mrs. Thomas Citron A fund established by Mr. &
 Mrs. Thomas Citron '47 to endow insurance on a 1934 oil
 painting by Minna Citron.

Class of 1911 Memorial Trust Fund A fund established
 in 1961, on the fiftieth anniversary of the Class, to provide
 income for the purchase of books for the college library.

Class of 1925 Meritorious Service Award Foundation To
 provide annual alumni awards for notable service
 rendered Alma Mater.

Thomas Y. Cooper Endowment A bequest to Gettysburg
 College in support of its libraries: (a) for acquisitions in
 literature and American History, as a memorial to his
 parents, Dr. and Mrs. Moses Cooper; and (b) for the
 operating budget of the library.

A. Bruce Denny Fund A fund in memory of A. Bruce
 Denny, Class of 1973, contributed by fellow students to
 purchase library books.

Luther P. Eisenhart Fund A fund established for the use
 of Emeriti faculty and of widows of former members of
 the faculty in real need of assistance.

Clyde E. and Sarah A. Gerberich Endowment Fund A
 fund established to support a series of lectures dedicated
 to the memory of Dr. Robert Fortenbaugh '13.

Jean Landefeld Hanson Fund A fund established in 1971
 by family and friends of the late wife of President
 Emeritus C. Arnold Hanson, the income to be assigned to
 purposes related to the Chapel program as determined by
 the Chaplain and the President of the College.

The Harry D. Holloway Memorial Fund A fund to be
 used for purposes of keeping alive on the campus of
 Gettysburg College the Spirit of Abraham Lincoln.

Institutional Self-Renewal Fund A fund initiated by
 Andrew W. Mellon and the William and Flora Hewlett
 Foundations and other donors to provide support for
 research and professional development by Gettysburg
 College faculty and staff and to support new or
 experimental academic programs.

Dr. Amos S. and Barbara K. Musselman Art Endowment
Fund The income only from this fund to be used
 primarily to support and advance knowledge and
 appreciation of art at Gettysburg College.

Dr. Amos S. and Barbara K. Musselman Chemistry Endowment Fund The income only from this fund to be used by the Chemistry Department in support of the Chemistry program. The funds will be used primarily for the purchase of laboratory equipment and supplies.

Musselman Endowment for Music Workshop A fund contributed by The Musselman Foundation, the income from which is to be used to support workshops in music performance and seminars in music education.

Musselman Endowment for Theatre Arts A fund contributed by The Musselman Foundation, the income from which is to be used to support visits to the campus by individuals with expertise in the technical aspects of the theatre.

Musselman Endowment for Visiting Scientists A fund contributed by The Musselman Foundation, the income from which is to be used to support visits by scientists to the College.

NEH Fund for Faculty and Curriculum Development in the Humanities A fund established by a Challenge Grant from the National Endowment for the Humanities to promote high quality work in the humanities through faculty and curriculum development activity of particular merit in the humanities. This fund is part of the larger Institutional Fund for Self-Renewal.

Keith Pappas Memorial Fund A fund established in memory of Keith Pappas '74 to provide an award to an outstanding student.

Henry M. Scharf Lecture Fund A fund contributed by Dr. F. William Sunderman '19 in memory of Henry M. Scharf, Class of 1925, to establish a lectureship on current affairs.

James A. Singmaster '98 Fund for Chemistry A fund established in 1967 by Mrs. James A. Singmaster in memory of her husband for the purchase of library materials in chemistry, or in areas related thereto.

Dr. Kenneth L. Smoke Memorial Trust Fund A fund created in 1971 to honor the man who in 1946 established the Department of Psychology at Gettysburg College and served as its chairman until his death in 1970. The annual income is used at the joint discretion of the Chairperson of the Psychology Department and the College Librarian.

Earl Kresge Stock Endowment Fund The income from a sum of money given by Earl Kresge Stock '19 in honor of Helen W. Wagner '06 and Spurgeon M. Keeny '14 for their outstanding and inspirational teaching ability to be used by the English Department, over and above its normal budget, in a manner determined by the Department to best promote the English Language in written form.

Stoeever Alcove Fund A fund established by Laura M. Stoeever for the support of the library.

J. H. W. Stuckenberg Memorial Lectureship A bequest from Mary G. Stuckenberg in memory of her husband to sponsor lectures in the general area of social ethics.

The Sunderman Chamber Music Foundation of Gettysburg College A fund established by F. William Sunderman '19 to stimulate and further the interest in chamber music at Gettysburg College through the sponsorship of chamber music concerts.

Waltemyer Seminar Room Fund A fund established by Carroll W. Royston '34 and the family and friends of Dr. William C. Waltemyer '13, former head of the Department of Bible at the College, to provide furnishings for and to maintain the library in a seminar room in his memory.

Stephen Henry Warner '68 Memorial Fund A two-part fund, including: (1) Contributions to Gettysburg College in memory of Mr. Warner, the income to be used to maintain and support the Warner Collection on Vietnam, as well as to purchase new books for the library; (2) A bequest established by Stephen H. Warner for (a) library acquisitions in Asian studies and for (b) use as seed money for projects encouraging exciting, challenging, and fresh ideas.

Donald K. Weiser Book Acquisition Fund A fund established in honor of Donald K. Weiser '24 for the purchase of library books in the field of insurance, management, and business administration.

Woman's League Fund for Upkeep and Repair of the YMCA Building (Weidensall Hall) An endowment bequest of Louisa Paulus.

Dr. and Mrs. Jeremiah Zimmerman Fund A fund established in 1931 by Dr. Jeremiah Zimmerman (1873), from a bequest of Mrs. Zimmerman, who died in 1930, to create an endowment in support of the annual operating budget of the library.

John B. Zinn Memorial Fund A fund established by friends and former students of Professor John B. Zinn, former chairman of the Chemistry Department, to provide support for professional development and research for professors in fields associated with the healing arts.

John B. Zinn Memorial Fund In Admissions A fund established in honor of John B. Zinn, by friends and former students to support admissions efforts in fields associated with the healing arts.





GETTYSBURG

Index

- Academic Advising 25
- Academic Calendar 23, 170
- Academic Honors 55
- Academic Policies and Programs 17
- Academic Purposes 1, 18
- Academic Services and Information 141
- Academic Standing 35
- Academic Standing Committee 35, 141
- Accounting, Courses in 73
- Accident Insurance 147
- Accreditation Inside back cover
- Administration, The 158
- Administrative Offices 142
- Admission Policy 144
- Admission Procedure 14, 144
- Admissions, Expenses, and Financial Aid 143
- Advanced Credit and Placement 37, 145
- Advising System 25
- American Studies 103
- Anthropology, Courses in 126
- Anti-discrimination Policy Inside back cover
- Army Reserve Officers Training Program 55
- Art, Courses in 65
- Artist in Residence 138
- Asian Studies 103
- Astronomy (See Physics)
- Athletic Facilities 142
- Athletics 141
- Auditing of Courses 32
- Awards 56
- Bachelor of Arts Degree Requirements 27
- Bachelor of Science in Music Education 42
- Band 137
- Bills 146
- Biology, Courses in 68
- Board 145, 146
- Board of Trustees 156
- Bookstore 136, 145
- Business Administration, Courses in 70
- Calendar 1984-85 170
- Campus Life 133
- Career Services 139
- Career Opportunities (See Departmental Course Introductions)
- Catholic Student Religious Group 140
- Central Pennsylvania Consortium 45
- Certified Public Accountant Preparation 52
- Chapel Programs 140
- Chemistry, Courses in 74
- Choirs 137
- Classical Studies, Courses in 78
- Classics, Courses in 76
- Classrooms, Laboratories 142
- College Course Requirements 28
- College Store 136, 145
- College Union 135
- Communication Media 138
- Comprehensive Academic Fee 145
- Computer Center 142
- Computer Courses 39
- Computer Facilities 79, 142
- Computer Studies, Courses in 79
- Consortium Exchange Program 45
- Cooperative Programs 52
- Correspondence, Listing for 178
- Costs 145
- Counseling Services 138
- Course Changes 32
- Course Numbering System 64
- Courses of Study 63
- Credit System (Credit Hours) 27
- Cultural Activities 137
- Curriculum 22
- Dean of the College 141
- Dean of Educational Services 141
- Dean of Student Life 134
- Deans' Lists 56
- Degree Requirements
 - Bachelor of Arts 27
 - Bachelor of Science in Music Education 42
 - Exemption From 36
- Dining Accommodations 135
- Dining Fees 145
- Distribution Requirements 28, 64
- Dormitories 134, 145
- Drama (See Theatre Arts)
- Dramatics 138
- Early Decision Plan 144
- Economics, Courses in 80
- Education, Courses in 40, 83
- Employment Placement Services 44, 139
- Employment Prospects in Teaching 44
- Endowment Funds 171
- Engineering Cooperative Programs 52, 115
- English, Courses in 85
- Enrollment, Summary of 171
- Environmental Studies and Forestry Cooperative Program 53
- Expenses 145
- Facilities 141
- Faculty, The 161
- Fees 145
- Financial Aid 147
- Foreign Study 49
- Forestry and Environmental Studies Cooperative Program 53
- Four-One-Four-Program (See January Term)
- Fraternities 135
- Fraternity Houses 135
- French, Courses in 90
- Freshman Advising and Orientation 25
- Freshman Colloquy 28, 101
- Full Time Student 31
- Geographical Distribution of Students 171
- Geography, Courses in 83
- German, Courses in 93
- Gettysburgian, The 138

- Government, Courses in (See Political Science)
- Grading System 32
- Graduate School Preparation 26
- Graduation
 - Requirements for 27
 - With honors 55
- Grants 148
- Greek, Courses in 77
- Greek Life 135
- Handicapped Persons 31
- Health and Physical Education, Courses in 95
- Health Center 140
- Health Service 140
- History, Courses in 98
- Honor Code 21, 136
- Honor Commission 21, 136
- Honors, graduation with 55
- Honorary Fraternities and Societies 16
- Housing Policy 146
- Individualized Study 37
- Infirmary 140
- Insurance, Accident 147
- Insured Tuition Plan 146
- Incomplete, Grade of 34
- Intercollegiate Athletics 141
- Interdepartmental Studies, Committee on 101
- Interdepartmental Studies, Courses in 101
- Interfraternity Council 136
- Internships 25
- Intramural Sports 141
- January Term 23
- Jewish Student Religious Group 140
- Journalism 138
- Latin, Courses in 77
- Lectures 137
- Libraries 141
- Literary Magazine 138
- Literature, Concentration in 85
- Living Accommodations 134
- Loans 152, 153
- Lutheran Theological Seminary Exchange 50
- Major Fields of Study 7, 29
- Major Requirements 29
- Marine Biology Cooperative Program 54
- Mathematics, Courses in 105
- Medieval and Renaissance Studies 103
- Mercury, The 138
- Microcomputer Laboratory 142
- Military Science, Courses in 108
- Minor Requirements 30
- Music Activities 137
- Music, Courses in 109
- Music Education, Bachelor of Science Degree 42
- Newspaper 138
- Off-Campus Study 45
- Office of Career Services 139
- Optional Minor 30
- Orchestra 137
- Orientation 25
- Other Instructional and Administrative Personnel 167
- Owl and Nightingale Players 138
- Panhellenic Council 137
- Part Time Student 145
- Payment of Bills 146
- Peace, War, and World Order Studies 104
- Performing Arts 137
- Personal Property Insurance 147
- Phi Beta Kappa 16, 56
- Philosophy, Courses in 113
- Physical Education, Courses in 95
- Physical Education Requirement 28, 95
- Physics, Courses in 114
- Placement of Graduates 44, 139
- Political Science, Courses in 117
- Predental Preparation 50
- Prelaw Preparation 50
- Premedical Preparation 50
- Preprofessional Studies 50
- Preveterinary Preparation 50
- Prizes and Awards (See also Scholarships) 56
- Programming and Student Activities 137
- Psychology, Courses in 120
- Publications, Student 138
- Radio Station 138
- Readmission of Students 35
- Refund Policy 146
- Register of Trustees, Faculty, Administration 155
- Registration 32
- Religion, Courses in 123
- Religious Life 3, 140
- Religious, Student Groups
 - Catholic 140
 - Jewish 140
 - Protestant 140
- Repeated Courses 34
- Reserve Officers Training Corps (ROTC) 55, 108
- Reserve Officers Training Corps, Courses in 108
- Residential Life 134
- Residence Requirements 30
- Retention 171
- Rights and Responsibilities of Students 135
- Room Rents 145
- ROTC, Courses in 108
- Satisfactory/Unsatisfactory Grading Option 33
- Schedule Limitations 30
- Scholarships (See Also Prizes and Awards) 148
- Scholastic Aptitude Tests 144
- Seminars 37
- Senior Honors 55
- Senior Scholars' Seminar 37
- Small Business Institute Program 71
- Social Fraternities and Sororities 135
- Sociology and Anthropology, Courses in 126
- Sororities 135
- Spanish, Courses in 130
- Special Interdepartmental Programs 103
- Special Major 30
- Special Students 145, 146
- Spectrum, The 138

Speech, Courses in 90
 Sports 141
 Statement of Purpose 1
 Statistical Summary of Students 171
 Student Activities 137
 Student Activities Council 137
 Student Communication Media 138
 Student Conduct 135
 Student Conduct Review Board 135
 Student-Faculty Ratio 7
 Student Financial Aid 147
 Student Government 136
 Student Handbook 135
 Student Insurance 147
 Student Health Service 140
 Student Life 2, 134
 Student Life Council 136
 Student Newspaper 138
 Student Radio Station 138
 Student Retention 171
 Student Senate 136
 Student Services 134
 Student Yearbook 138
 Students, Geographical Distribution 171
 Study Abroad 49
 Summary of Facts about Gettysburg 15
 Summer Theatre 138
 Table of Contents Inside front cover
 Teacher Education Programs 39
 Elementary 41
 Secondary 40
 Music Education 42
 Teacher Placement 44
 Theatre Arts and Drama,
 Concentration in 85
 Courses in 89
 Groups 138
 Transcripts 35
 Transfer Credit 36
 Transfer Students 145
 Tuition 145
 Two Minute Look at Gettysburg 15
 United Nations Semester 49
 Veterans' Administration Benefits 146
 Visitation Hours Policy 134
 Vocational Counseling 25, 139
 Washington Semester 46
 Withdrawal from a Course 34
 Withdrawal of Students 35
 Women's Chorus 137
 Work-Study Program 148
 Writing Policy 28, 37
 WZBT 138
 Yearbook 138

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Delwin K. Gustafson, *Director of Admissions*

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Robert D. Smith, *Director of Alumni Relations*

Bursar

Jay P. Brown, *Bursar*

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Dea Forney, *Director of Career Services*

Central Pennsylvania Consortium

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Chaplain

The Rev. Karl J. Mattson, *Chaplain*

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Telephone Number

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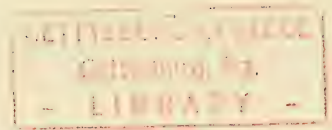
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GETTYSBURG

Gettysburg College
Gettysburg, Pennsylvania



A Statement of Purpose Gettysburg College



Chartered in 1832 for the express purpose of exerting "a salutary influence in advancing the cause of liberal education," Gettysburg College is a community committed to the discovery, exploration, and evaluation of the ideas and actions of humanity and to the creative extension of that heritage. Gettysburg College cherishes its place in history as the oldest existing college affiliated with the Lutheran Church in America and intends to continue that church relatedness. By intent also, Gettysburg College is nonsectarian in its instruction and strives to serve students of all faiths.

To meet its commitment, Gettysburg College seeks foremost to establish and maintain an environment of inquiry, integrity, and mutual respect. In this setting, the College creates opportunities for students to learn specific intellectual skills and to strive for breadth of understanding. A rigorous program of undergraduate learning in the arts and sciences is complemented by student and religious life programs designed to challenge and enrich the academic experience.

Gettysburg College considers its purpose fulfilled if its students grow as critically informed, humane, and creative individuals and continue to grow in these qualities after they have left Gettysburg.

The Academic Program

At the heart of Gettysburg College is the academic program, which stresses logical, critical thinking and clear writing and speaking. Through a curriculum that derives its coherence from the traditions of liberal education, faculty introduce students to the assumptions and methods of a representative variety of academic disciplines in the sciences, the social sciences, and the humanities. Students are encouraged not only to specialize but also to broaden their understanding of the past and present intellectual, social, and cultural contexts within which knowledge lives. The academic program is designed to provide more than skills and intellectual perspective; it places these in a context of humane values such as openmindedness, personal responsibility, and mutual respect.

The Gettysburg faculty is dedicated to the goals of liberal learning, committed to professional development that serves

and exemplifies those goals, responsible for periodic review of the curriculum, and eager to teach and learn with students in an open and trusting exchange.

Gettysburg's academic program can reach its full potential only if our students continue to have the ability and the inclination to profit from an intense liberal arts experience. The academic environment is further enriched when such students come from many socio-economic and ethnic backgrounds.

With a coherent curriculum, an able and dedicated faculty, and students committed to learning, the academic program seeks to free students *from* narrowness and provincialism and to free them *for* the joys and benefits of conscious intellectual strength and creativity. Gettysburg wants its students to learn a wise scepticism and a sense of human fallibility, to acquire new interests and orientations through liberating experiences of change and growth, and to learn to use the skills, knowledge, and values of a liberal education in an unending but satisfying search for wisdom and fullness of life.

The Student Life Program

Students entering college are interested in discovering who they are. Because students often face critical decisions about personal values, occupational choices, and role identities during their college years, the student life program seeks to provide opportunities for resolution of these important matters. To assist students in weighing available options and making decisions, the student life program offers, for example, psychological and career counseling and informal seminars on a variety of topics. Personal contact with Gettysburg's faculty and administration provides the attentive student with a wide range of role models to contemplate. Gettysburg's annual lecture series further expands students' horizons.

The College also reveals its commitment to the total development of its students by encouraging them to play an important role in establishing and enforcing the conditions of campus life. Students supervise the academic Honor Code; students participate on certain trustee, faculty, and College planning and policy-making committees; and students fund and control many student activities.

To supplement what students learn through living on campus and participating in student development programs, the College provides a full and varied extracurricular program. This program encourages students to develop leadership skills by working in student government; to deepen their appreciation for the arts by participating in concerts, dramatic productions, and other performances; to sharpen their writing and speaking

skills by contributing to College publications or broadcasts; and to enjoy the mental and physical self-discipline required by competition in intercollegiate, intramural, and recreational athletics.

The Religious Life Program

Gettysburg College has partnership agreements with the Central Pennsylvania and Maryland Synods of the Lutheran Church in America. These relationships and, more specifically, the campus religious life program, nurture intellectual values and give opportunities for the examination of spiritual and moral values and for commitments by those who choose to make them.

The religious life program of the College is designed to meet the needs of this religiously heterogeneous community to worship, to study, and to serve. The Chaplains, although they are employed by the College and report directly to the President, are called to this service by the synods of the Church. They assume primary responsibility for corporate worship; they counsel students and other campus personnel, help students and faculty plan programs to explore theological issues and to reach out to those in need, facilitate the work of local churches and denominational groups on the campus, and speak prophetically to issues of human justice when College values and College practice seem to diverge.

Gettysburg College best serves the Church through its performance as a superior educational institution in which the Church's commitments and practices may be tested.

Summary

Through its academic program, its student life program, and its religious life program, then, Gettysburg College provides for the development of the young adult as a whole person—intellectually, socially, emotionally, physically, and spiritually.

Approved by the Gettysburg College faculty: October 8, 1981
Approved by the Gettysburg College Board of Trustees:
December 5, 1981





GETTYSBURG

The
Community

A heritage of excellence

Gettysburg College

1832/1982

The 1982-83 academic year marked the 150th anniversary of the opening of the College for the admission of students. Having received its charter from the Pennsylvania legislature on April 7, 1832, the College was opened for the admission of students on November 7, 1832. It is the oldest Lutheran affiliated college in the United States.



Most of the roads which bring you to Gettysburg College in the historic town of Gettysburg in South Central Pennsylvania will cross the site of the famous Civil War Battle of 1863. During those three hot July days, Pennsylvania Hall—which is still the center of the campus—served as a hospital for both Union and Confederate forces. Today the town of Gettysburg is larger but less turbulent than in 1863. It is virtually encircled by a 3500-acre National Military Park; the surrounding area consists

primarily of farms and orchards in the rolling countryside with large expanses of undisturbed woodland.

Gettysburg College, like the town of which it is a part, has grown since its Civil War days. It now has a campus of 200 acres and seeks to limit its enrollment to 1850 students. It is a private, independent college that is one of the 18 colleges affiliated with The Lutheran Church in America. Yet since its founding in 1832 by Lutherans and local community leaders, the College's purpose has remained the same: to offer a quality liberal arts education to students of all faiths.

The goals of the educational program at Gettysburg are to

develop your capacity to think logically and use language clearly, to give you a rigorous introduction to the assumptions and the methods of a representative variety of academic disciplines, and to acquaint you with the range and diversity of human customs, pursuits, ideas, values, and longings.

A distinctive feature of the Gettysburg curriculum is the Freshman Colloquy in Liberal Learning, a course that strengthens your reasoning, writing, and speaking skills in a small class setting while introducing you to a major issue in the liberal arts.

Ultimately, this type of education is the most practical of all because it equips you to make a creative approach to problems—present or future. In addition, Gettysburg believes strongly that such an education will foster in you a high sensitivity to moral



and spiritual values along with a quest for knowledge which will continue after completion of formal studies.

Although training for specific jobs is not seen as a primary function of a liberal arts education, Gettysburg does not ignore your appropriate concern about careers. The College offers a career services program; preparation and certification for teaching; advisory services for prelaw and premedical students; opportunities for student internships in a variety of fields; and concentration in a major field as preparation either for further specialization in graduate or professional school, or for work in business, industry, or government.

Academic programs at Gettysburg provide you with both a broad

range of intellectual experiences and the individual attention you need to make the best use of those experiences. One of the advantages of an education at Gettysburg is the preponderance of small classes, especially in more advanced courses. A student-faculty ratio of 13:1 helps to assure close relationships between you and your professors.

You may select a major field of study from any one of 23 academic areas: art, biology, chemistry, classical studies, economics, English (or English/theatre arts), French, German, Greek, health and physical education, history, Latin, management, mathematics, music, music education, philosophy, physics, political science, psychology, religion, sociology and anthropology, and Spanish.



A recent issue of U.S. News & World Report reported the results of a survey of college presidents that asked them to pick the best campuses for undergraduate study. Because of the range of its programs, Gettysburg was classified as a small comprehensive university in this survey. Among the schools in this category, Gettysburg ranked among the top four east of the Mississippi River. In the article, a college president was quoted as

choosing Gettysburg "on the basis of their personal interest in students and their consideration of humane treatment of all students." Gettysburg's ranking in this survey is consistent with other independent appraisals of the College's stature. Gettysburg is listed in all the major guides to selective colleges including the national comprehensive guide, 100 Top Colleges: How to Choose and Get In.



If you want to concentrate your academic program on a particular problem or area of investigation which involves courses in several different departments, you may design your own major. A Special Major can cover broad areas such as International Studies, or it can focus on a specific topic, such as Community Planning and Administration.

The College's distribution requirements assure your acquaintance with several broad areas of study. After you select a

major field of study, ample opportunity is provided for electives in fields of your choice.

You will have a faculty adviser to assist you in planning your academic program. Academic counseling is available, as is counseling for nonacademic personal matters. Gettysburg wants you to succeed, and the faculty and staff are dedicated to helping you.

Through membership in the three-college Central Pennsylvania

Consortium and through other off-campus and cooperative programs, Gettysburg offers you academic opportunities beyond our campus. Off-campus programs include the Washington Semester programs with American University in government and politics, economic policy, foreign policy, public administration, justice, urban studies, journalism, or arts and humanities; the United Nations Semester at Drew University; and cooperative programs in marine biology with Duke University or the Bermuda Biological Station. Many students each year study in foreign countries under our Study Abroad program.

Gettysburg has cooperative programs in engineering with Pennsylvania State University, Rensselaer Polytechnic Institute and Washington University of St. Louis. There is a cooperative forestry and environmental studies program with Duke University. Under all of these programs a student begins his or her college



career at Gettysburg and completes it at the cooperating university, earning degrees from both institutions.

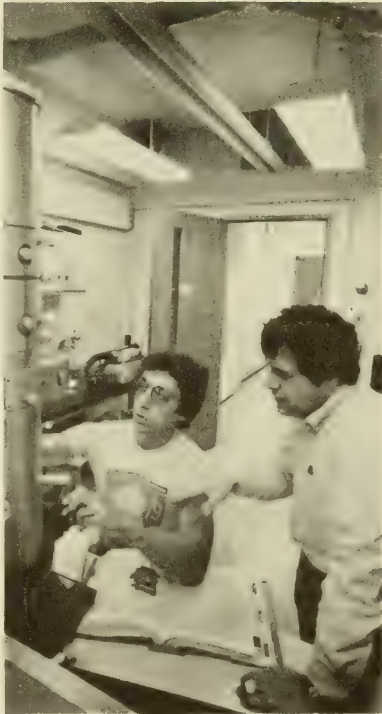
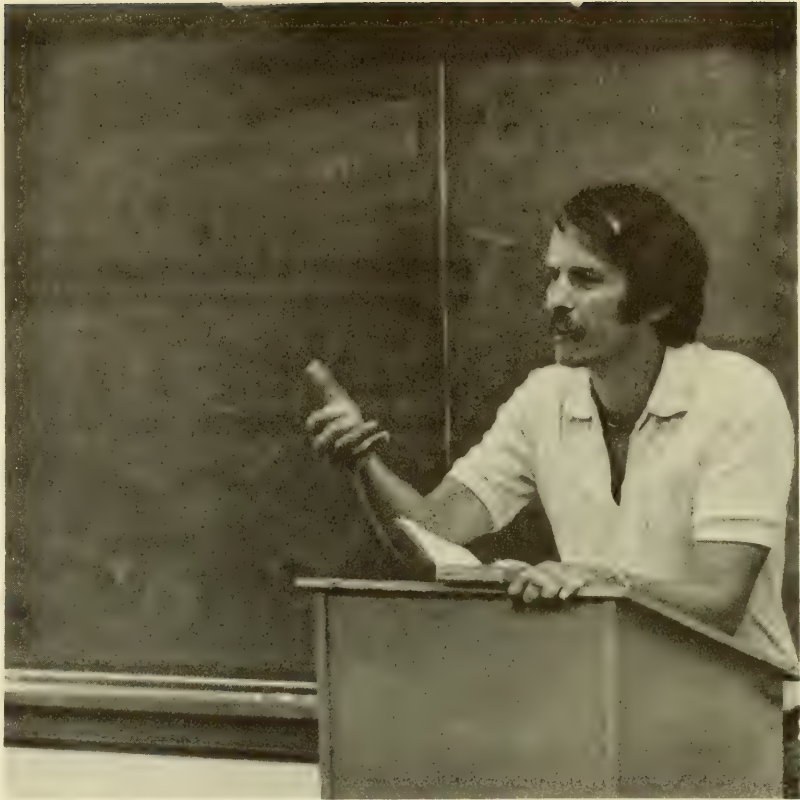
Preparation for your career may be very much a part of your studies at Gettysburg. Through the teacher education programs you can become certified to teach in elementary education, music education, or in one of 11 different secondary education fields.

Gettysburg offers all the courses necessary for you to enter the medical, dental, or veterinary medicine school of your choice. Prelegal preparation does not require specific courses, but for students interested in either medical or legal careers, we have special advisory committees to help students plan their courses and to help them obtain admission to the professional school they choose.

Gettysburg lets you take much of the responsibility for choosing an academic program that meets your needs and interests. Regardless of the courses you select, the classes at Gettysburg will challenge you intellectually so you can feel the satisfaction that comes only from meeting that challenge and succeeding.

The faculty at Gettysburg is the heart of the College's excellence as an academic institution. The faculty members not only are highly skilled as scholars and teachers but are very much interested in the growth and development of you, the student.

The faculty is concerned with the continued improvement of its teaching skills. Funds for such improvement have come from grants from two major foundations and the National Endowment for the Humanities in recognition of the College's commitment to excellence



in undergraduate teaching and from the College's own resources.

Teaching occurs most obviously in the classroom, but it does not stop there. As a student, you will be encouraged to talk to your professors after class and during office hours. You will have a faculty adviser to turn to for advice or just for conversation.

The relationship between students and faculty need not end at graduation. Recently, a professor in the Political Science Department has published articles as co-author

was the subject of the motion picture made for television, "Journey From Darkness" and the book, *White Coat, White Cane*. Most students do not require the special attention from faculty and other students that was needed to prepare a blind student for medical school, but when an individual student needs such attention, Gettysburg tries to provide it.

While emphasizing the teaching of undergraduates, the faculty is also concerned with scholarly achievement. More than 80% hold the doctoral degree or the highest earned degree in their fields, and many publish books and articles in scholarly journals. These scholarly activities assure that faculty members keep up with—and contribute to—the latest developments in their fields. These scholarly achievements thus help to make the faculty better teachers.

The faculty at Gettysburg is a group of trained scholars and skilled teachers with a warm, personal interest in you, the student.

Gettysburg's 200-acre campus and 43 buildings provide you with excellent facilities for all aspects of college life.

The center of the academic facilities is the Musselman Library/Learning Resources Center. Total library collections include approximately 285,000 volumes, 36,000 microforms, 32,000 government publications, 11,500 records, and subscriptions to 1,400 journals.

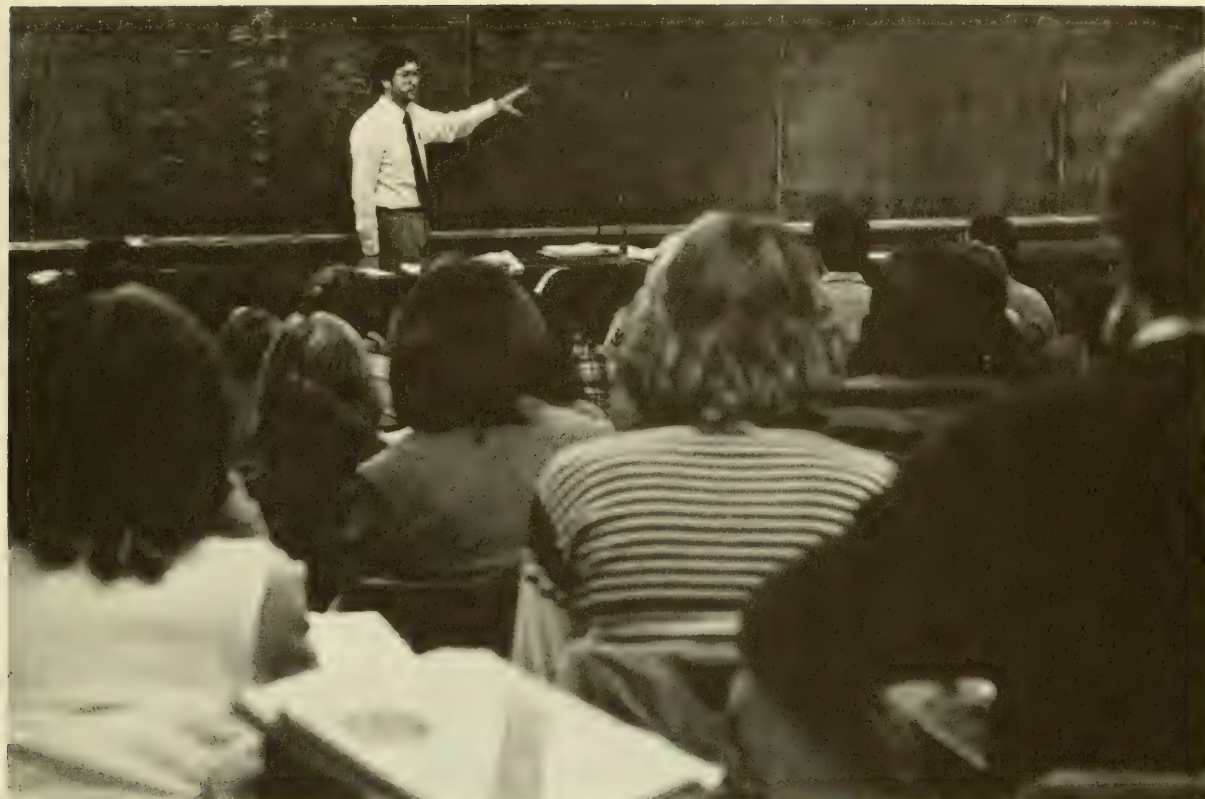
Today a college needs more than an excellent library. New instructional techniques must be available. Gettysburg's computer center has a sophisticated Burroughs computer which permits use in every major computer language to serve your educational



with a former student who is now a practicing attorney. Student-faculty relations continue on a social as well as a scholarly level. If you visit the home of a faculty member during Homecoming Weekend or Commencement, you may find former students as guests.

The first blind student admitted to medical school in the United States in this century was a Gettysburg graduate. His story





needs and a microcomputer laboratory with more than 30 Apple and IBM microcomputers. The College has a modern language laboratory, a theatre laboratory studio, a greenhouse, an observatory with a 16-inch telescope, and a planetarium with a 30-foot dome on which paths of planets and stars are projected.

Gettysburg is fortunate to have both an RCA EMU4 transmission electron microscope (TEM) and a JEOL TS20 scanning electron microscope (SEM) so that students

in the sciences can do any advanced work for which an electron microscope is a necessity.

Ten residence halls, 12 fraternity houses, and three special interest houses provide you with variety in your housing choices. Eighty-five percent of the students live in College residences or fraternity houses. The College dining hall provides meals on either a contract or occasional basis.

The College Union Building with its many features—including bowling alleys and an Olympic-size swimming pool—is a center of student life on the campus.

Other recreational and athletic facilities include two gymnasiums, a fieldhouse, a stadium with a football field and quarter-mile cinder track, a physical fitness trail, and five additional outdoor athletic fields. Both indoor and outdoor tennis courts are available.

The well-equipped College Infirmary has 9 double rooms for in-patients, a two-bed isolation room, a kitchen, nurses' quarters, and treatment, examining, and consulting rooms.

Although most major buildings on campus have been built in the last 25 years, the original campus building—Pennsylvania Hall, built in 1837—has been renovated and serves as the center for administrative personnel. Many



other older buildings on campus have been renovated so that their exteriors retain the architectural charm of their period of construction while the interiors contain modern facilities.

For example, there are extensive new facilities for the fine and performing arts. Brua Hall, the recently renovated theatre building, accommodates a 250-seat playhouse with a thrust stage and state-of-the-art sound and lighting, and a laboratory theatre/classroom featuring TV recording and monitoring equipment. Renovated in 1982, Schmucker Hall houses the Art and Music departments, and contains extraordinary studios, galleries, classrooms, and practice rooms, as well as an impressive 200-seat recital hall.



A full and diverse program of cultural, extracurricular, and religious activities is provided to enrich your personal and academic growth as well as to provide enjoyment and relaxation.

Student responsibility is promoted through student participation in a number of committees, clubs, and other organizations. Because Gettysburg is a residential college, the Student Life Council is particularly important. Students play a vital role in the work of this Council, which reviews the College's policies for residential life and student conduct. An elected Student Senate is the main organization of student government. Students also run the Honor Commission, which administers the student Honor Code, and the Student Conduct Review Board, which handles disciplinary cases within the student body.

The College has a full calendar of cultural activities. Concerts, plays, and lectures occur frequently. Student performing groups include the Gettysburg College Choir, which has received international recognition, the Chapel Choir, the College Marching and Symphonic Bands, the Gettysburg College-Community Chamber Orchestra, various ensembles, the Owl and Nightingale Players, who present four major theatrical productions each year, and the Laboratory Theatre, which performs a dozen shorter works.

The College Union is the center of student activities on campus. Many events such as concerts, lectures, films, and dances are held in the ballroom of the Union. The student-operated Bullet Hole, also in the Union, is a snack bar that serves as an informal meeting place for the campus.

Social events are also provided by fraternities and sororities. Gettysburg has 12 fraternities and seven sororities, all of which are nationally affiliated.

In addition to the social fraternities and sororities, the College has many departmental, professional,



and honorary societies. There are honorary fraternities or clubs for students in 16 different academic areas. Gettysburg also has a chapter of Phi Beta Kappa, the national academic honorary fraternity.

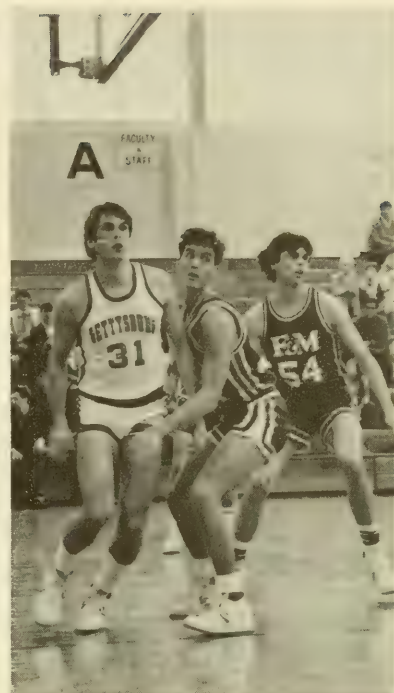
To keep you informed about happenings on campus, there is the student newspaper, *The Gettysburgian*, the student-run FM radio station, WZBT, a weekly announcement sheet, *This Week at Gettysburg*. The newspaper and radio station offer you opportunities to learn about all aspects of journalism and radio broadcasting.

Other Gettysburg student publications include *The Spectrum*, the College yearbook, and *The Mercury*, a journal of student poems, short stories, photographs, and art work.

At Gettysburg all students can participate in some supervised sport. Depending upon your athletic ability, you may choose to be part of the extensive intramural program for men and women or to play on one of the 20 varsity teams. The intercollegiate program for men includes football, soccer, basketball, swimming, wrestling, lacrosse, tennis, cross country, baseball, golf, and track and field. The golf team is open to both men and women. There are women's teams in field hockey, volleyball, cross country, basketball, swimming, lacrosse, softball, track and field, and tennis. In bowling there is a club team open to both men and women; in rugby, a club team open to men. There is also an informal women's soccer club.

The College is a member of the Middle Atlantic States Athletic Conference and the Centennial Football Conference, and enjoys well balanced athletic rivalries with other teams in those groups.

After you take advantage of all that Gettysburg has to offer you, you may wish to pursue further graduate study or to enter your career field immediately. You may be undecided. The Career Services Office will help you to clarify your goals and interests so you can make a wise career choice. This office maintains a library that includes vocational information, and information about graduate studies. Employment interviews with companies are offered on campus; more important, however,



the Career Services Office gives training in how to find out about and apply for jobs wherever you may wish to work.

Student life at Gettysburg is lively and diverse. There is one simple goal for all the organized activities on campus—to enhance the full range of your liberal education.

Admission to Gettysburg is on the basis of high academic attainment and evidence of ability to do high quality college work as indicated by aptitude tests and personal qualities. The College welcomes applications from students of



differing ethnic, religious, racial, economic, and geographic settings. Applications for admission are due no later than February 15 of your senior year. Offers of acceptance are usually sent by the first week in April. Applications for Early Decision will be considered between November 15 and February 1 of the senior year with notification of acceptance between December 15 and February 15.

Total expenses covering comprehensive academic fee, room, board, and books and supplies are estimated at \$11,484 for the 1985-86 academic year. Additional costs include personal expenses such as laundry and clothing, transportation, etc. A generous program of financial aid is available for students who are unable to finance their entire education from family and/or personal resources.

The College catalogue cannot give the full flavor of Gettysburg. When we ask our students "Why did you choose to come to Gettysburg?" most of them mention the College's academic programs, but they also talk about the friendliness that is Gettysburg. One student said it this way: "I felt so at home when I visited Gettysburg that I knew I wanted to go there. It seemed the people cared more and noticed me more. When you

don't know anyone, simple but meaningful gestures of kindness are never forgotten."

Only by visiting Gettysburg can you gain a fuller understanding of what a Gettysburg education can mean to you. As you sit in on a class, talk to a professor, or chat with students at the Bullet Hole, you will begin to appreciate all the ways that you can benefit from attending Gettysburg. The admissions staff can answer any specific questions you have about the College, but you also will learn much from the many informal conversations you have during your visit.

If you want to visit Gettysburg or find out anything about the College, please write—or call—Delwin K. Gustafson, Director of Admissions, Gettysburg College, Gettysburg, Pennsylvania 17325-1484, telephone (717) 334-3131.

A two-minute look at Gettysburg

Type of College: Four-year, coeducational, liberal arts college founded in 1832 and affiliated with the Lutheran Church in America.

Location: In the town of Gettysburg, in South Central Pennsylvania. Only 80 miles from Washington D.C., 55 miles from Baltimore, and 36 miles from Harrisburg, the state capital.

Enrollment: About 1850 students—approximately one-half are men and one-half are women.

Campus: 200 acres with 43 buildings.

Library: Musselman Library with total collections of 285,000 volumes, 36,000 microforms, 32,000 government publications, 11,500 recordings and subscriptions to 1,400 journals. The library seats 800 students, and has

an all-night study, media theater, graphics center, and language lab.

Faculty: 134 full time with 83% having an earned doctorate or the highest earned degree in their field. Student-Faculty Ratio 13:1.

Academic Calendar: Semester

Degree Programs: Bachelor of Arts, Bachelor of Science in Music Education.

Majors: Art, biology, chemistry, classical studies, economics, English (or English/theatre arts), French, German, Greek, health and physical education, history, Latin, management, mathematics, music, music education, philosophy, physics, political science, psychology, religion, sociology and anthropology, and Spanish. Students may develop their own interdepartmental or interdisciplinary majors. Many optional minors.



Special Programs: Study Abroad; Washington Semester (government and politics, economic policy, foreign policy, public administration, justice, urban studies, journalism, or arts and humanities); United Nations Semester; cooperative programs in engineering, marine biology, or forestry and environmental studies; computer studies; certification in elementary and secondary education; internships; R.O.T.C.; Cooperative College Consortium with Dickinson and Franklin & Marshall Colleges.

Distinctive Features:

Sophisticated Burroughs computer, 28 Apple and 3 IBM microcomputers; two electron microscopes—transmission and scanning units; extensive new facilities for fine arts, music, and drama; planetarium; greenhouse; observatory; writing center; extensive physical education facilities.

National Honor Societies: Phi Beta Kappa (one of only 17 chapters in Pennsylvania) and honorary or professional societies in 16 academic areas.

Social Life: 12 men's social fraternities and seven women's sororities; College Union which sponsors a diverse schedule of social events.

Student Activities: Student-run FM radio station; yearbook; newspaper; full range of musical groups including two choirs and bands, orchestra, and numerous ensembles; liturgical dance group; various dramatic troupes; numerous student special interest groups.



Cultural Activities: Full schedule of lectures and concerts bringing to campus nationally known speakers and performers; film series at College Union; trips to Washington and Baltimore to events of special interest.

Sports: Extensive intercollegiate and intramural programs with 11 intercollegiate sports for men, and 10 intercollegiate sports for women, including 1 coeducational intercollegiate sport; and 16 intramural sports for men, and 11 intramural sports for women, including 3 coeducational intramural sports.

Student Services: Faculty advisers, academic and personal counseling, career counseling, financial aid counseling.

Residence Halls: Ten residence halls and three special interest houses. Some residence halls are single sex; others occupied by students of both sexes. Some student residence areas assigned to special interest student housing groups.

Religious Life: Programs for students of all faiths coordinated through the College Chapel.

Student Government: Students assume the major role in planning student activities and in enforcing rules of responsible citizenship. Student Honor Code gives students responsibility for maintaining high standards of academic integrity.

School Colors: Orange and Blue.



GETTYSBURG

**Academic
Policies and
Programs**



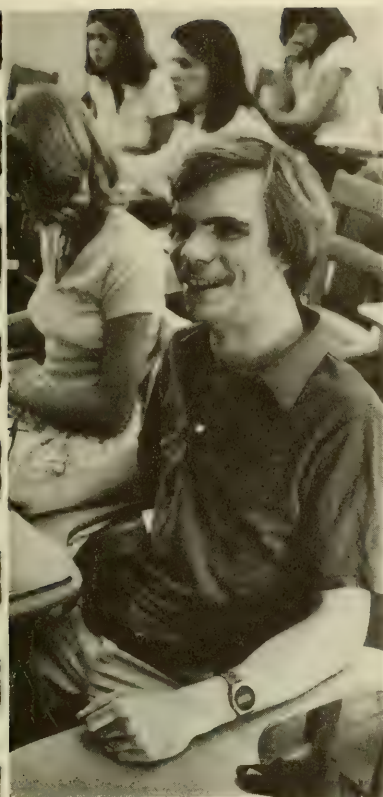
3. Rigorous introduction to the assumptions and methods of a representative variety of the academic disciplines in the sciences, the social sciences, and the humanities. The curriculum must encourage students to recognize that the disciplines are traditions of systematic inquiry, each not only addressing itself to a particular area of subject matter but also embodying an explicit set of assumptions about the world and employing particular methods of investigation. Students should recognize that the disciplines are best seen as sets of carefully constructed questions, continually interacting with each other, rather than as stable bodies of truth. The questions that most preoccupy academic disciplines involve interpretation and evaluation more often than fact. Students should learn that interpretation and evaluation are different from willful and arbitrary opinion while

Academic Purposes of Gettysburg College

Gettysburg College believes that liberal education liberates the human mind from many of the constraints and limitations of its finiteness. In order to accomplish its liberating function, Gettysburg College believes that it owes its students a coherent curriculum that emphasizes the following elements:

1. Logical, precise thinking and clear use of language, both spoken and written. These inseparable abilities are essential to all the liberal arts. They are not only the practical skills on which liberal education depends but also, in their fullest possible development, the liberating goals toward which liberal education is directed.
2. Broad, diverse subject matter. The curriculum of the liberal arts college should acquaint students with the range and diversity of human customs, pursuits, ideas, values, and longings. This broad range of subject matter must be carefully planned to include emphasis on those landmarks of human achievement which have in particular shaped the intellectual life of the present.





generalization, dogmatic assertion, and intolerant condemnation of the strange, the new, and the foreign. Students will tend to have a sense of human limitations, for no human mind can be a match for the world's immensity. Promoters of universal panaceas will be suspected as the gap between human professions and human performance becomes apparent. Students will tend less than before to enshrine the values and customs of their own day as necessarily the finest fruits of human progress or to lament the failings of their time as the world's most intolerable evils.

But wise skepticism and a sense of human fallibility are not the only liberating effects of the liberal arts. With effort and, in all likelihood, some pain, students master difficult skills and broad areas of knowledge. They acquire, perhaps with unexpected joy, new interests and orientations. In short,

at the same time recognizing that interpretations and evaluations of the same body of facts may differ drastically given different assumptions, methods, and purposes for inquiry. Human thought is not often capable of reaching universal certitude.

These necessary emphases of the college's curriculum are liberating both in the sense that they free students *from* narrowness and provincialism and in the sense that they free them *for* the joys and benefits of conscious intellectual strength and creativity.

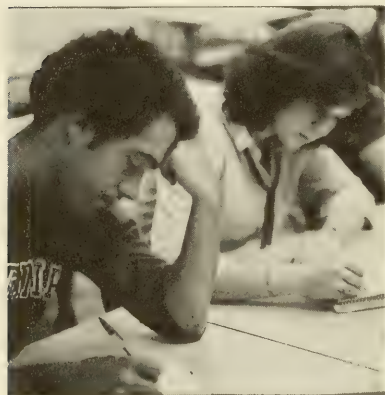
Liberal education should free students from gross and unsophisticated blunders of thought. Once exposed to the diversity of reality and the complexity and arduousness of disciplined modes of inquiry, students will be less likely than before to engage in rash



they experience change and growth. Perhaps this experience is the most basic way the liberal arts liberate: through providing the experience of change and growth, they prepare students for lives of effective management of new situations and demands.

The liberal arts provide a basis for creative work. Creativity is rarely if ever the work of a mind unfamiliar with past achievements. Rather creativity is almost always

the reformulation of or conscious addition to past achievement with which the creative mind is profoundly familiar. By encouraging students to become responsibly and articulately concerned with existing human achievement and existing means for extending and deepening human awareness, Gettysburg College believes that it is best insuring the persistence of creativity.



The intellectual liberation made possible through liberal education, though immensely desirable, does not in itself guarantee the development of humane values and is therefore not the final purpose of liberal education. If permitted to become an end in itself, it may indeed become destructive. A major responsibility of those committed to liberal education, therefore, is to help students appreciate our common humanity in terms of such positive values as openmindedness, personal responsibility, mutual respect, empathic understanding, aesthetic sensibility, and playfulness. Through the expanding and diverse intellectual activities offered in liberal education, students may develop greater freedom of choice among attitudes based on a fuller appreciation of our common

humanity and based on clearer recognition of our immersion in a vast, enigmatic enterprise.

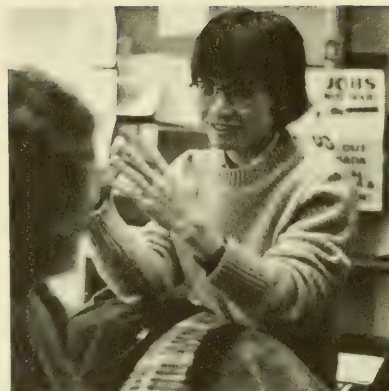
The faith of the founders of Gettysburg College expressed in the charter supports the foregoing statement of academic purposes. The open search to know, tempered by humane reflection, complements our religious heritage. Together, we hope to add useful initiative toward the creation of a world in which diversity is more challenging and interesting than it is fear-producing; a world in which one may hear the sad truths reported by cynics while hearing, too, tales of quiet courage, of grace, of beauty, of joy. Then the response to the inevitably dissonant experiences of living may be wiser as a function of liberal education. Of course, the development of wisdom remains an elusive aim. It

involves realms of experience that go beyond the academic, and a time span that encompasses a lifetime. Nevertheless, liberal education can be profoundly useful in the search for the fullness of life.

Adopted by the Faculty
December 1, 1977

The Honor Code

A liberal arts program has as a basic premise the ideal of academic integrity. Gettysburg students live and work in a college community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct.



An academic honor system was instituted at Gettysburg College in 1957 and was strongly reaffirmed in 1976. It is based upon the belief that undergraduates are mature enough to act honorably in academic matters without faculty surveillance and that they should be encouraged to conduct themselves accordingly. At the same time the College clearly recognizes the obligation placed upon each student to assist in maintaining the atmosphere without which no honor system can succeed.

The Honor Pledge, reaffirmed on all academic work submitted, states that the student has neither given nor received unauthorized aid and that he or she has witnessed no such violation. The

preservation of the atmosphere of independence permitted by the Honor Code is the responsibility of the community as a whole. Students must comply with the Honor Code both in presenting their own work and in reporting violations by others. No student may enroll at Gettysburg College without first having signed the pledge. A person who would sign the pledge with reservation should not apply for admission.

Alleged violations of the honor code are handled by an Honor Commission elected by the students. Decisions of the Commission may be appealed to a student-faculty-administrative board of review.

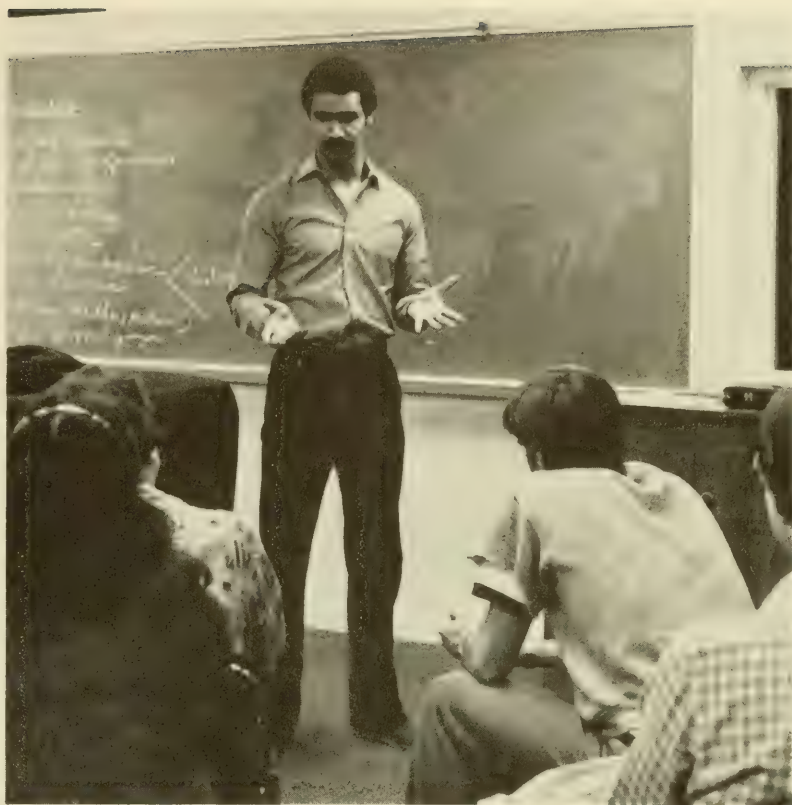
Curriculum

The major goals of the curriculum are to provide the student with: the ability to think logically and precisely and to use language clearly; an exposure to broad, diverse, subject matter in order to give acquaintance with the range and diversity of human customs, ideas, and values; and a rigorous introduction to the assumptions and methods of a representative variety of academic disciplines in the sciences, the social sciences, and the humanities. The Freshman Colloquy with its strong emphasis on lucid writing, helps students sharpen analytic skills necessary for college and beyond.



Gettysburg College's "Distribution Requirements" assure the student an introduction to the variety of opportunities offered by a liberal arts education. In the freshman year in addition to the Freshman Colloquy in Liberal Learning, the Gettysburg student normally takes courses in a variety of fields and begins to fulfill distribution requirements, such as those in foreign languages, laboratory sciences, social sciences, or literature. In the sophomore year the student usually selects a major and, in consultation with a major adviser, plans a college program which will allow the completion of specific graduation requirements and also provide opportunities for the widest possible choice of electives. In the last two years most students concentrate on courses in their major fields or a Special Major and supplement their programs with elective courses. Students are expected to complete the two year physical education requirement by the end of the sophomore year.

Students majoring in the natural sciences usually begin such programs in the freshman year and follow a closely prescribed sequence of courses. Students anticipating careers in medicine, dentistry, or veterinary medicine should begin acquiring necessary preparatory courses in the freshman year.



The Advising System

The College believes that one of the most valuable services which it can render to its students is careful counseling. Accordingly, even before arriving on campus, each freshman is assigned a faculty adviser to assist in dealing with academic questions and in explaining College regulations. In addition special assistance is available from deans and counselors.

During the first week of the fall semester, all new students participate in an orientation program designed to help them become acquainted with the College. All entering freshmen receive in advance a detailed schedule of events of this program. During orientation, students have individual conferences with their advisers, take part in discussions of college life, and engage in other activities intended to familiarize them with



the College. They also take achievement and placement tests which provide the College with valuable information concerning their educational background and academic potential. These tests help Gettysburg to provide an education suited to each student's capacities.





During the year, freshman advisers arrange periodic meetings with their advisees to review the students' progress. Advisers are also available at other times to discuss unexpected problems as they arise. Any changes in a freshman's schedule must be approved by the adviser.

When a student chooses a major field of study, preferably by the end of the sophomore year, a member of the major department becomes his or her adviser and assists in the preparation of the student's class schedule. Thereafter, until the student leaves College, he or she normally retains the same adviser, who performs functions similar to those of the freshman adviser, including the approval of all course schedules. It is the responsibility of sophomores and upperclass students to take the initiative in discussing their entire academic program with their advisers and to view that program as a meaningful unit rather than as a collection of unrelated courses.

A student wishing to change the major course of study must notify the department in which he or she is a major and secure the approval of the one desired. Juniors and seniors making such changes should understand that it may be necessary to spend more than four years in residence in order to complete their concentration requirements. Permission to spend more than four years in residence must be obtained from the Academic Standing Committee.

The College encourages qualified students to prepare for graduate work, which has become a necessity in an increasing number of career fields. It is important for such students to become familiar with the requirements of the graduate programs in which they are interested, as well as the qualifications for fellowships and assistantships within these programs, well in advance of their graduation from Gettysburg College. Above all, they should recognize the importance of building a superior undergraduate academic record.

The administration and major advisers informally assist students in securing employment or placement in graduate school. The Musselman Library/Learning



unit with 3.5 semester hours. The 3.5 conversion factor is also used to convert semester hours to Gettysburg course units for those presenting transfer credit for evaluation at the time of admission or readmission to the College. A small number of quarter course units are offered in Music, Health and Physical Education, and ROTC. These courses may not be accumulated to qualify as course units for graduation. Quarter course units should be equated to one semester hour.

Requirements for the Degree of Bachelor of Arts

The College will confer the Bachelor of Arts degree upon the student who completes satisfactorily the following:

- 1) 35 course units, including Freshman Colloquy; plus 3 quarter courses in Health and Physical Education;
- 2) a demonstration of proficiency in written English
- 3) a minimum accumulative average of 2.00 and an average of 2.00 or better in the major field;



- 4) the distribution requirements;
- 5) the concentration requirement in a major field of study;
- 6) a minimum of the last full year of academic work in residence at Gettysburg College or in an approved College program; and
- 7) the discharge of all financial obligations to the College.

Quarter course credits do not count toward the 35 course graduation requirement.



No course used to obtain a bachelors degree at another institution may be counted toward the requirements for a Gettysburg College degree.

The requirements for the degree of Bachelor of Science in Music Education are found on page 41.

Each student is responsible for being sure that graduation requirements are fulfilled by the anticipated date of graduation.

Writing Policy Since the ability to express oneself clearly, correctly, and responsibly is essential for an educated person, the College cannot graduate a student whose writing abilities are deficient. See Item 1 under College Course Requirements below. Grades on poorly written papers,

Resources Center has a collection of graduate school catalogues for student reference. Four times a year the Graduate Record Examination is given on the Gettysburg campus for those students who plan to enter a graduate school; the Law School Admissions Test is given twice each year on campus. Special advisory committees assist students in planning for the legal and health related professions.

Credit System

The course unit is the basic measure of academic credit. For transfer of credit to other institutions the College recommends equating one course



3) Health & Physical Education: 3 quarter courses including one semester of study in each of the following groups: health science, fitness, recreational skills.

Distribution Requirements Each candidate for the Bachelor of Arts degree must satisfactorily complete one of the following sets of distribution requirements. Set I is the group of requirements currently in effect. It became effective with the freshman class entering in the fall of 1984. Set II is applicable for those entering before the fall of 1983. Students who entered as freshmen in 1983 have the option of satisfying either set. See the listing on page 27 or, read the departmental material under Course of Study (beginning on page 63) for the specific courses that fulfill each requirement. Any requirement may be satisfied, with or without course credit, by students who can qualify for exemption (see page 35).

Set I Effective with the freshman class entering in the fall of 1984 (May also be chosen by students who entered as freshmen in the fall of 1983).

1) Foreign Language: 1-4 courses. The student must prove proficiency through the intermediate level. Normally, proficiency is demonstrated by completing the 202 course in German, Greek, Latin, or Spanish; the 201-202 course sequence in French; or other designated intermediate level language courses.

2) Arts: 1 course in art, music, creative writing, or theatre arts.



3) History/Philosophy: 1 course in history, philosophy, or culture/civilization in languages or interdepartmental studies. Please note that this is not the same as the History/Philosophy/Religion requirement in Set II below. Religion courses no longer meet this requirement.

4) Literature: 1 course in English, French, German, Greek, Latin, or Spanish literature.

5) Natural Science: 2 courses in biology, chemistry, or physics. The courses must be in the same department and must include laboratory.

6) Religion: 1 course on the 100-level in religion.

7) Social Science: 1 course in anthropology, economics, political science, psychology, or sociology.

regardless of the course, may be reduced because of the quality of writing; in extreme cases, a failing grade may be given for this reason.

College Course Requirements Each student must successfully complete the college course requirements listed below.

1) Demonstration of proficiency in written English during the first year of enrollment. Normally, such proficiency is demonstrated by passing English 101. For other ways to satisfy this requirement, see Exemption from Degree Requirement on p. 35.

2) Freshman Colloquy: a required seminar for all freshmen designed to strengthen reasoning, writing, and speaking skills using a multi-disciplinary theme as a focus.



8) Non-Western Culture: 1 course to satisfy the distribution requirements listed above must be in a course which gives primary emphasis to African or Asian cultures, or to the non-European culture of the Americas. A student may, instead, take a non-western course that happens not to satisfy any of the other distribution requirements.

Set II Applicable for those entering before the fall of 1984. (Students who entered as freshmen in the fall of 1983 may, however, choose to satisfy the requirements in Set I.)

1) Foreign languages: normally 2 or 4 courses. The student must satisfactorily complete French, German, Greek, Latin, or Spanish 201-202. Those who place at a higher level, as determined by the department, may satisfy the requirement with one language course above 202.

2) Religion: 1 course on the 100-level, in addition to any course in that Department used in the next requirement.

3) History/Philosophy/Religion: 2 courses, no more than one of which may be in religion. Please note that this is not the same as the History/Philosophy requirement in Set I above.

4) Literature: 2 courses, in one or two of the following: English, French, German, Greek, Latin, or Spanish Literature.

5) Art, music, creative writing, or theatre arts: 1 course.

6) Laboratory science: 2 course sequence in one of the following: biology, chemistry, or physics.

7) Social sciences: 2 courses in one or two of the following: economics, political science, psychology, or sociology/anthropology.

8) Non-Western culture: 1 course from those identified as giving primary emphasis to African and Asian cultures, or to the non-European culture of the Americas.

Major Requirements Each student must successfully complete the requirements in a major field of study. A major consists of from 8 to 12 courses, depending on the field of study, and may include certain specific courses as determined by the department. A department may require its majors to pass a comprehensive examination. Requirements of the various majors are listed in the departmental introductions under Courses of Study.

The following are acceptable major fields of study at Gettysburg College:

- Art
- Biology
- Chemistry
- Classical Studies
- Economics
- English (or English/theatre arts)
- French
- German
- Greek
- Health and Physical Education
- History
- Latin
- Management
- Mathematics
- Music
- Music Education
- Philosophy
- Physics
- Political Science
- Psychology
- Religion
- Sociology and Anthropology
- Spanish

A student will normally file a declaration of major with the Registrar between May of the freshman year and April of the Sophomore year. A student may declare a second major no later than the beginning of the senior year.



having a minor program stipulates the requirements for it. A student may not declare a minor in the same department in which he or she has a declared major. A student must maintain a 2.00 average in the minor field of study.

Residence Requirements and Schedule Limitations

The normal program for the Bachelor of Arts degree consists of nine courses per year with five courses in one semester and four in the other. Thus, a student will complete graduation requirements in four years of full-time academic work in the September through May academic year. The last full year of academic work, must be in residence at Gettysburg College or in an approved College program. Students should not plan to complete requirements as a part-time student during their last semester of residence.

As an alternative to the major fields of study listed above, students may declare a *Special Major* by designing an interdepartmental concentration of courses focusing on particular problems or areas of investigation which, though not adequately included within a single department or discipline, are worthy of concentrated study. The Special Major shall consist of eight to 12 courses, at least six of which must be on an advanced level.

Students interested in declaring a Special Major are urged to consult with the Chairperson of the Committee on Interdepartmental Studies before the end of the sophomore year. Special Major

applications must be submitted to the Committee on Interdepartmental Studies for its approval no later than the end of the third day of classes of the applicant's junior year.

Optional Minor Beginning with the first semester of the senior year, a student may declare a minor concentration in an academic department or area that has an established minor program. Not all departments have established programs. A minor shall consist of six courses; no more than two of which shall be 100-level courses. Exceptions to the two 100-level course limitation may occur in departments offering more than one major or concentration. Each department





Students proposing to complete graduation requirements in less than four full years, must have their programs approved by the Academic Standing Committee through the Office of the Dean of Educational Services. Such approval should be sought at least a year before the proposed completion of requirements.

A full-time student for academic purposes is one carrying a minimum of four courses each semester. No student who is a candidate for a degree may take fewer courses than this without permission of the Academic Standing Committee. Students may not take more than five courses without the approval of the Dean of the College or the Dean of Educational Services with the exceptions indicated in the paragraphs below. In granting approval to take more than five courses, the Dean requires evidence that the student will be able to perform at the B level or

above in his or her courses in the term in which over five courses are taken.

Gettysburg College is aware that handicapped persons may have special needs and is willing to make adjustments to meet these needs in order to make the program accessible to them.

The required quarter courses in health and physical education and the optional quarter courses in

activities in addition to the normal four course load during the junior year.

Students may take quarter courses in applied music over the four course limit with the approval of their advisers and of the Music Department.

A student may audit informally any College course provided permission of the instructor is obtained. No charge will be made for such an audit and no record of auditing will be recorded on the student's transcript.

Registration

Credit will be given in courses for which the student is officially registered. The Registrar announces, in advance, the time and place of formal registration. A student registering after the appointed day will be subject to a \$15.00 late registration fee.

A fee of \$5.00 is also assessed for each course change after the regular registration dates. A proposed change must be submitted to the Registrar on an official course change slip after first being approved by the instructors involved and the student's adviser. Students are not permitted to enroll in a course for credit later than twelve class days after the beginning of that semester.

By formally completing his or her registration, the student pledges to abide by College regulations.

The Grading System

Normally courses are graded A through F, with these grades having the following significance: A (excellent); B (good); C (fair); D (poor); and F (failing). Instructors may modify their letter grade with plus and minus signs.

ROTC, generally taken during the freshman and sophomore years, are in addition to the normal four courses in each of these terms. These courses do not count toward the 35 course graduation requirement.

Majors in health and physical education must take quarter courses in physical education





In successfully completing a course under this grading system, a student earns a number of quality points according to the following scale:

A+ 4 1/3	B- 2 2/3	D+ 1 1/3
A 4	C+ 2 1/3	D 1
A- 3 2/3	C 2	D- 2/3
B+ 3 1/3	C- 1 2/3	F 0
B 3		

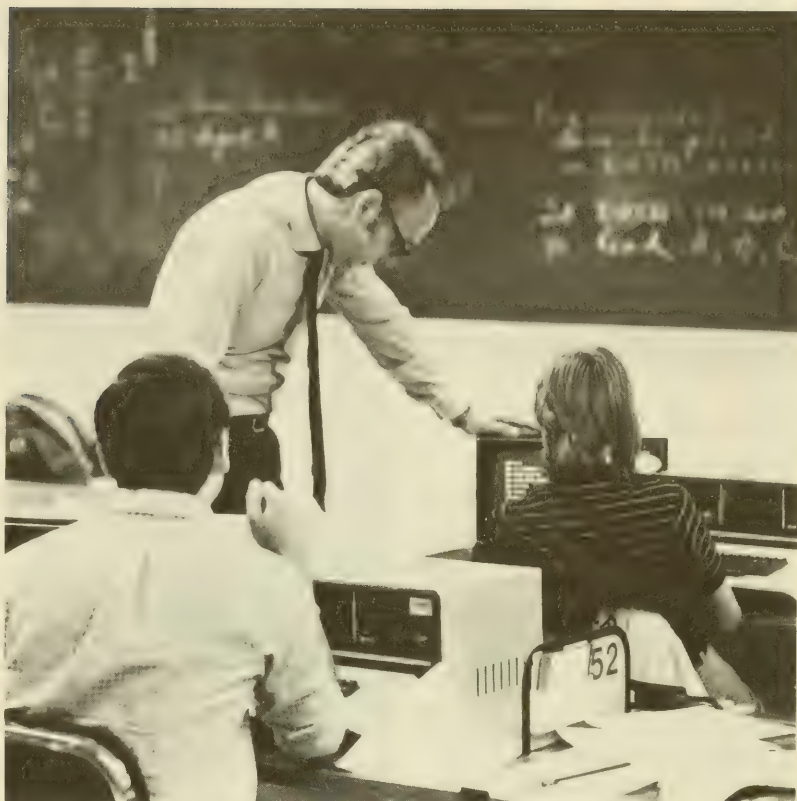
A student's accumulative average is computed by summing his or her quality points and dividing by the number of courses taken.

The College reserves the right to make changes and adjustments in the grading system even after a student enrolls.

The College also offers a *Satisfactory/Unsatisfactory grading option*. This option is intended to encourage students to be intellectually adventurous in choosing courses with subject matter or approaches substantially distant from their prior academic experience or attainment. An S signifies satisfactory work, and is given if a student performs at the C- level or higher; a U signifies unsatisfactory work, and is given for work below the C- level. A student may elect to take a total of six courses on an S/U basis during his or her four years at Gettysburg College; however, no more than two S/U courses may be taken in any one year. This grading option may not be selected for: (1) College course requirements in written English or the Freshman Colloquy, (2) distribution requirements for graduation, and (3) courses taken in a student's major field. Exceptions may be made with regard to the major in cases where a department specifies that a particular course is available

under the S/U grading system only, and in cases where the major was declared after the course was taken and permission is granted by the department. Courses graded S/U do not affect a student's quality point average, but a course completed with an S grade will count toward the total number of courses needed for graduation.

The only exceptions to the two-courses-per-year S/U limit are for the basic skills courses in Health and Physical Education (all of which are graded S/U) and for



Seniors who are enrolled in either Education 475 or 477. In determining the maximum number of S/U courses a student may take, the quarter course basic skill courses in Health and Physical Education shall not be counted. Students who enroll in Education 475 or 477 may take an additional course under the S/U option during the senior year, provided that their total number of S/U courses does not exceed six.

When a student registers for and completes a course which he or she has already taken at Gettysburg College, both the credit and the grade previously earned are cancelled, but they are not removed from the permanent record. The credit and grade earned in *repeating the course* are counted toward the student's requirements.

A grade of I (Incomplete) is issued by the Dean of Student Advisement or Dean of Educational Services when emergency situations, such as illness, prevent a student from completing the course requirements on time. Unless the Academic Standing Committee extends the time limit, an Incomplete automatically becomes an F if it is not removed within the first six weeks of the term or terms following the one in which it was incurred.

A student may withdraw from a course only with the permission of the instructor and his or her adviser. A student who officially withdraws for medical reasons or who withdraws during the first three weeks of the semester receives a W. A course dropped during the first three weeks is not recorded on the permanent record. A student withdrawing after the

first three weeks receives a WP (withdraw passing) or WF (withdraw failing) according to the estimate of the work done in the course up to the time of withdrawal. Those withdrawing from a course during the last five weeks of a semester will receive a WF. A grade of N/F (non-attendance failure) will be given for those who do not attend the classes for a registered course and fail to withdraw properly. The grades of WF and N/F carry 0 quality points and are used in computing averages.

Academic Standing

The Academic Standing Committee normally reviews student records at the end of each semester. A student who is failing to make satisfactory progress toward graduation may be warned, placed on academic probation, advised to withdraw, or required to withdraw. A student on probation must show



satisfactory improvement during the following semester or he or she may be required to withdraw. (In accordance with the regulations of the National Collegiate Athletic Association, a student who is advised to withdraw but chooses to remain at the institution in an attempt to improve his or her academic record, may not participate in the institution's intercollegiate athletic program.)

Transcripts

Each student is entitled to one official transcript of his or her record at no charge. Additional transcripts are \$1.00 per copy. Requests for transcripts must be in writing and should be directed to the Office of the Registrar.

Withdrawal and Readmission

A student who voluntarily withdraws from the College is expected to arrange for an interview with a member of the Educational Services Staff. Failure to do so may jeopardize a student's opportunity for readmission.

All students who leave the College for whatever reason, must petition the Academic Standing Committee through the Office of Educational Services for readmission. The Academic Standing Committee will review the petition, the student's past record, activities since leaving college, and prospects for successful completion of remaining undergraduate work. A student required to withdraw for academic reasons must wait a full year before submitting a petition for readmission.

Students who have been required or advised to withdraw and are subsequently readmitted will normally be considered ineligible to participate in intercollegiate athletics during the first semester of their return to the College.

Transfer Credit

Students may receive a maximum of two course credits for work taken at other colleges after enrolling at Gettysburg if such courses have first been approved by the chairman or chairwoman of the department concerned and by the Registrar. This transfer option is not available to those who receive transfer credit at the time of admission or readmission to the College. The two course credit limitation does not apply to Central Pennsylvania Consortium Courses or to off-campus study programs which are described beginning at page 45. Course credit but not the



grade is transferred to Gettysburg if the grade earned is a C— or better. Grades as well as credit are transferred for work done at another Central Pennsylvania Consortium College, or in certain Gettysburg College approved programs (Washington and U.N. Semesters Programs, Lutheran Theological Seminary Exchange, Duke Marine Laboratory, Bermuda Biological Station, and Wilson College Exchange).

Exemption from Degree Requirements

The College may recognize work on the college level completed elsewhere by a student. This recognition may take the form of exemption from degree requirements and may carry academic credit. Students should present their requests for such recognition to the Registrar. They should be prepared to





demonstrate their competence on the basis of their academic record, Advanced Placement Examination results of the College Entrance Examination Board, (see page 145) or examinations administered by the department concerned. The decisions on exemption and credit rest with the department and the Dean of the College.

Students may satisfy the writing proficiency requirement by scoring sufficiently high on the Test of

Standard Written English (TSWE) of the College Entrance Examination Board. In 1984, the College exempted those students who scored 58 or above on the TSWE. Those scoring 53-57 were permitted to gain exemption by passing a departmental examination given on the campus.

Students may satisfy the foreign language requirement in a language not regularly offered at Gettysburg by demonstrating achievement at the intermediate level through transfer credit, by examination, through independent study with a Gettysburg faculty member, or through an approved exchange program with the Central Pennsylvania Consortium. For foreign students, who have learned English as a second language, the requirement may be satisfied with the student's primary language.

Individualized Study and Seminars

There are opportunities in most of the departments for students to engage in individualized study and seminars. These opportunities are primarily for seniors, but other students are frequently eligible. In some departments participation in this type of activity is part of the required program of study; in others it is optional. Most of these courses are numbered in the 400's under Courses of Study.

Senior Scholars' Seminar

The College offers an unusual opportunity for its outstanding senior students. Each fall, the Senior Scholars' Seminar, composed of selected seniors, undertakes the study of a contemporary issue which affects the future of humanity. The issues are ones which pose a threat to the values or existence of human society. Past topics have included genetic engineering, the human habitat, conflict resolution, global disparities, computers and human communication, aging and the aged, U.S. energy policy, dissent



and nonconformity, post-industrial society, nature vs. nurture, and environmental protection or exploitation. These issues are multidisciplinary in scope and the students selected for this seminar represent a wide variety of majors.

The Senior Scholars' Seminar invites authorities of national stature to serve as resource persons. Persons who have visited the seminar as consultants include George Wald, Ian McHarg, Kenneth Boulding, Herbert Gans, Paolo Soleri, Alan Westin, Joseph Fletcher, Leon Kass, Stuart Udall, Georg Borgstrom, Maggie Kuhn, David Freeman, Thomas Szasz, Daniel Bell, James Gould, and Howard Odum. Student

participants in the seminar publish a final report based on their findings and recommendations.

During their junior year, students in the top quarter of their class are notified of their eligibility and are invited to apply to participate in the seminar. The Interdepartmental Studies Committee and the course directors select up to twenty participants from as many different academic disciplines as possible, basing their selection on students' interest and academic competence.

Students selected for the seminar are expected to participate in non-credit, informal planning sessions with the course directors during the spring semester of their junior year. The purpose of these sessions is to define further the seminar topic, to select resource persons, and to select and compile reference material. Students who participate in the planning sessions

during the spring semester of their junior year and register for the seminar in the fall semester of their senior year receive two course credits upon satisfactory completion of their work.

Computer Courses

In the tradition of the Liberal Arts, Gettysburg College emphasizes the interdisciplinary nature of the computer as a tool in problem solving. A thorough understanding of the concepts and applications in various disciplines is important for those students interested in pursuing a career in computer science. The Biology, Chemistry, Economics, Management,

Mathematics, Physics, Political Science, Psychology, and Sociology and Anthropology Departments all offer courses that make significant use of the computer. In recent years, 95% of the graduating students have made use of the computing facilities in their courses at Gettysburg.

In addition to these courses in various departments, the College has a Computer Studies curriculum of courses that cover the concepts that are at the core of computer science. These courses are listed under Computer Studies in the Course Descriptions section of this catalogue. While there are within the College over fifty courses that utilize the computer (not including those in the Computer Studies curriculum), the following courses offer a more concentrated study in the use of the computer.

CHEM 305.	Physical Chemistry
306	
MAN 353	Cost Accounting
MATH 211	Multivariable Calculus
MATH 212	Linear Algebra
MATH 366	Numerical Analysis
PSYCH 205	Introduction to Statistics and Measurement
PSYCH 305	Experimental Methods
SOC 303	Data Analysis and Statistics

Teacher Education Programs

Gettysburg College education programs in secondary school subjects, elementary education, music education, and health and physical education are competency based and have received program approval from the Pennsylvania Department of Education. The liberal arts are central to the College's teacher education programs. The student planning to teach must complete a major in an academic department of his or her choice. The student fulfills all the requirements for the Bachelor of Arts degree or for the degree of



Bachelor of Science in Music Education. Upon completing a program in teacher education, a student is eligible for a Pennsylvania Certificate, Instructional I, enabling him or her to teach in the public schools of the Commonwealth and nearby states with reciprocal agreements. A computer literacy requirement is anticipated beginning with the class of 1988. Candidates for teacher certification must take the National Teacher Exam.—Core Battery and The Specialty Test.

Secondary Education Students interested in preparing to teach academic subjects in the secondary schools must complete one of the following approved programs for secondary certification: biology, chemistry, physics, general science, mathematics, English, German, Latin, French, Spanish, health and physical education, and comprehensive social studies. These secondary programs have been granted program approval by

the Pennsylvania Department of Education. The student must complete an approved program listed in the Handbook for Teacher Education, which will, in most cases, closely parallel the requirements in his or her major. Early planning beginning in the sophomore year is essential for all of these programs.

Secondary education students are required to engage in pre-student teaching experiences in the secondary schools during the sophomore and junior years. Students serve as observers, aides, and small group instructors in secondary classrooms. These experiences are part of the requirements for Education 209 (Social Foundations of Education—Secondary) to be scheduled in the sophomore year. Education 201



(Educational Psychology) shall be scheduled in the junior year. For the senior year, the student, in consultation with his or her major department, will select either the fall or spring semester as the Education Semester. The following program constitutes the Education Semester:

Education 303 (Educational Purposes, Methods, and Educational Media: Secondary)

Education 304 (Techniques of Teaching and Curriculum of Secondary Subjects—Biology, English, etc.)

Education 477 (Student Teaching—Secondary two courses)

Note: Only four courses may be taken during the Education Semester.

The student seeking admission to the secondary education program must file an application with the Education Department by February 15th of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty from each department which has students in the secondary education program. This Committee also determines standards for admission to the program. Members of the Committee also teach Education 304 for the students of their respective departments and observe them when they engage in student teaching.



The admission of a student to the Education Semester depends upon the student's academic achievement and a recommendation from his or her major department. The guidelines for evaluating a student's academic achievement are an accumulative grade point average of 2.33 and a grade point average in the major of 2.66.

Completion of a program in secondary education enables a student to teach in Pennsylvania, and numerous other states cooperating in a reciprocity arrangement.

Students in the program leading to certification in secondary education shall present the six specified courses in Education. In addition to these six courses, students are permitted one additional education course in individualized study, or in an education internship, to count

toward the Bachelor of Arts degree.

Elementary Education The elementary education program is distinctive in giving the opportunity to concentrate in the liberal arts studies and complete an academic major, thus qualifying for the Bachelor of Arts degree.

Students interested in entering the elementary education program should consult with Mr. Slaybaugh or Mr. Packard in the Education Department no later than the fall semester of the freshman year in order to establish a program of study.

The prospective elementary teacher should complete the following program:

1) Psychology 101, and HPE 199 in the freshman year

2) Education 201, Mathematics 180 (Basic Concepts of Elementary Mathematics) and Psychology 225

3) Education 331, Education 370 (Elementary School Science: Purposes, Methods and Instructional Media), Education 209, and Psychology 225 if not completed previously.

4) Education Semester—fall or spring of senior year

Education 475 Elementary Student Teaching (2 courses)

Education 334 Corrective Reading

Education 306 Educational Purposes, Methods, and Institutional Media in Social Studies, Art, and Music. Education 306 is a full-time field based course.

Student teaching (Education 475) consists of nine weeks in a public school near the College. At the conclusion of student teaching Education 309 and 334 are taken. Education 334 includes a laboratory experience in corrective reading with elementary pupils. Only four courses may be taken in the Education Semester.

Elementary education students are required to engage in pre-student teaching experiences in the elementary schools during the sophomore and junior years. Arrangements for these experiences are made by the Education Department. Students serve as observers, aides, and small group instructors in elementary classrooms.





The student seeking admission to the elementary education program must file an application with the Education Department by February 20th of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty members from the Education Department and other departments. This committee also establishes standards for admission to the program.

The admission of a student to the Education Semester depends upon academic achievement and recommendation of the Committee on Teacher Education. Criteria for admission include a C+ overall average and demonstrated competence in the education courses completed during the sophomore year and in the fall semester of the junior year.

Students interested in teaching in states other than Pennsylvania will find that a number of states certify teachers who have completed a baccalaureate program in elementary education at a college approved by its own state department of education.

Students in the program leading to certification in elementary education shall present the eight specified courses in Education. In addition to the eight courses,

students are permitted one education course in individualized study, or in an education internship, to count toward the Bachelor of Arts degree.

Music Education The prospective teacher of music in the elementary and secondary schools should complete the program for the degree of Bachelor of Science in Music Education. This requires successful completion of 35 courses exclusive of courses in applied music. During the normal four years a student may take 36 courses. Also required are two semesters of the basic activities quarter courses in health and physical education.

The program includes:

Music, 12 courses as follows:
Music Theory, 141, 142, 241,
242, 341, 342



Music History and Literature

Music 312 (History of
Medieval, Renaissance,
and Baroque Music)

Music 313 (Music in Classic
and Romantic Periods)

Music 314 (Music in the
Twentieth Century)

Conducting

Music 205 (Choral Conducting)

Music 206 (Instrumental
Conducting)

Applied Music

Music 456 (Senior Recital)

Twelve to twenty-one quarter
courses. These do not count
toward the 35 course
graduation requirements and
may be taken in addition to
the 36 courses permitted.
Consequently, in the fall and
spring semesters the student
will typically carry four or
five full courses plus several
quarter courses in applied
music. The latter must include
work in:

Major performance area

Piano

Voice

Instruments of the Band and

Orchestra

Music Education, 5 courses as
follows:

Music 320 (Principles and
Procedures of Teaching Music
in the Elementary School)

Music 321 (Principles and
Procedures of Teaching Music
in the Secondary School)

Music 474 (Student Teaching)
(3 course units)

Certification Requirements

Psychology 101

Education 209 (Social
Foundations of Education)

Education 201 (Educational
Psychology)



Employment Prospects in Teaching

Current figures from the National Center for Educational Statistics indicate an increase of 3,370,000 students in elementary schools from 1982 to 1990. There will be a need for many more elementary and secondary teachers in the near future.

Of the 1984 graduates who sought teaching positions in elementary education ninety-five percent were teaching or in education-related occupations in the next school year, and in secondary ninety-eight percent. The average salary

for 1984 graduates reporting this information to the College was \$14,700.

Teacher Placement The College maintains a Teacher Placement Bureau to assist seniors and graduates in securing positions and to aid school officials in locating qualified teachers. All communications should be addressed to the Director of the Teacher Placement Bureau.

Distribution Requirements

Electives

Participation for four years in an authorized musical group and presentation of a recital in the senior year are required.

The student in the Bachelor of Science program should consult with the music department as early as possible in order to arrange a four year program.





Off-Campus Study

Central Pennsylvania Consortium

The program of the College is enriched by its membership in the Central Pennsylvania Consortium, consisting of Dickinson, Franklin and Marshall, and Gettysburg Colleges. The Consortium provides opportunities for exchanges by

students and faculty and for other off-campus study. The Consortium stands ready to explore innovative ideas for cooperation among the member institutions.

Consortium Exchange Program

Gettysburg College students are eligible to apply for course work at another college within the

Central Pennsylvania Consortium. Students may take a single course or enroll at the "host" college for a semester, or a full year.

Gettysburg College accepts both credits and grades earned through the exchange program. Interested students should consult the Registrar.

Additional Off-Campus Programs

Washington Semester Gettysburg College participates with American University in Washington, D.C. in a cooperative arrangement known as the Washington Semester. This program enables a limited number of superior students in the social sciences to engage in a first-hand study of American government in action. The program is divided into several distinctive areas.

Washington Semester, National Government and Politics, focuses on important national institutions and the interrelationships of the various actors in the political process. *Washington Semester in Foreign Policy* examines the



formulation, implementation, and consequences of the foreign policy of the United States. *Washington Urban Semester* concentrates upon the operation of the political and administrative systems of urban America. *Washington Semester in Public Administration* studies the structure, process, and impact of the administrative sector.

Washington Semester in Justice concerns the nature and sources of crime and violence, the conflicting theories and beliefs about justice and the impact of national policymaking on social and criminal justice. *Washington Semester in Journalism* provides an introduction to the principles, ethics, and issues of American journalism as it exists in Washington, D.C. *Washington Semester in Arts and Humanities* gives an intensive cultural study of Washington with a focus on a particular area such as art history,

foreign culture and language, history, religion, literature, or the performing arts.

Students in the Washington Semester program participate in seminars (two course credits), undertake a major research project (one course credit) and serve an internship (one course credit) in a Congressional, executive or political office. The seminars, research project, and internship provide students with several opportunities for discussion with members of Congress and their staff, Supreme Court Justices, administration officials, and lobbyists. Residence in Washington provides a unique setting for the conduct of political research.

The Washington Semester may be taken during either semester of the junior year or the fall semester of the senior year. To qualify, a student must have completed at



least one course in political science, have a minimum accumulative average of 2.50, and 3.00 in the major, and clearly demonstrate ability to work on his or her own initiative. Most participants major in political science, history, sociology, and economics, but applicants from other areas are welcomed. Further information may be obtained from the Department of Political Science.

The Washington Economic Policy Semester Gettysburg College participates in this cooperative, intercollegiate honors program with The American University in Washington, D.C. The semester is designed for students with an interest in economics. It examines intensively economic policy-making from both the theoretical and practical, domestic and



surrounding the policy making process, to make them better informed citizens, and thus to improve their understanding of the complex interaction between the government and the economy. For those persons who plan to be professional economists, it will provide a practical introduction to learning about the nation's important economic institutions as well as the political considerations that influence the translation of economic theory into government policy. The program will allow students to become familiar with the basic economic issues of the times and with the different approaches for solving those problems. For the person who is interested in becoming a business economist, lawyer, or community organizer, the knowledge gained about the bureaucracy in Washington and how the federal government operates will be invaluable in his or her career.

international points of view. During the semester, students are brought into direct contact with people who are involved in the formulation of economic policy.

The program of study includes (1) the Economic Policy Seminar (two course credits), which encompasses a theoretical analysis of economic policy problems; extensive reading; on site discussions with economic

policy decision-makers; preparation of papers; and the presentation of alternative paradigms that may be used to understand economic policy; (2) the choice of an internship (one course credit) in a private or governmental agency involved with economic policy, or an intensive independent research project (one course credit); and (3) an elective chosen from the courses offered by The American University. It should be noted that the grades received in these courses, as well as the credit for four courses, will appear on the student's Gettysburg College transcript.

This program can be helpful to students in several ways. For all students, it provides an opportunity to dispel the mystery





The student should take the Washington Economic Policy Semester in the fall or spring semester of the junior year or the fall semester of the senior year. To qualify, a student must have a minimum accumulative grade point average of 2.50, a grade point average of 3.00 in the major, and have demonstrated the ability to work on his or her own initiative. In addition, students wishing to apply for this program should have completed Economics 101-102, 241, 243, 245, and Accounting 153. Most participants major in economics or management; however, interested applicants from other areas are encouraged to apply. Further information, including the application procedure for this program, can be obtained from Dr. William F. Railing, Department of Economics.

The United Nations Semester

Students qualifying for this program spend a semester at Drew University in Madison, New Jersey. On Tuesdays and Thursdays these students commute to the United Nations for a survey course in international organization which consists in part of briefings and addresses by individuals involved in United Nations activities. A research seminar also uses the facilities of the United Nations Headquarters. Other courses to complete a full semester's work are taken at the Drew Campus.

The United Nations program is offered in both the Fall and Spring semesters. Some scholarship assistance may be available for non-Drew University students. Application should be made in junior or senior year. Students from any academic concentration who have taken an introductory

course in political science and who have maintained a respectable grade point average are eligible for nomination. Further information may be obtained from the Department of Political Science.

Study Abroad Qualified students may study abroad during one or two semesters of their junior year or the fall semester of their senior year. The Registrar maintains an information file of possible programs and stands ready to assist students with their unique study plans. It is important to begin the planning process early. During the first semester of the sophomore year students who plan to study abroad should discuss with their advisers the relationship of their proposed course of study to their total academic program. An outline of the program and a list of specific courses with appropriate departmental approval must be submitted to the Academic Standing Committee, which gives final approval on all requests to study abroad. To qualify a student normally must have a minimum accumulative grade point average of 2.50 and a grade point average of 2.67 in the major. Study abroad programs are not limited to language majors; students in any major field may apply. Further information may be obtained from the Office of the Registrar.

Marine Biology The biology department offers two programs for students who may be interested in pursuing studies in marine biology; one program is in cooperation with Duke University and the other with the Bermuda Biological Station.

The Bermuda Biological Station (St. George's West, Bermuda) offers courses in biological, chemical, and physical oceanography during the summer. Any course taken by a Gettysburg College student may be transferred to Gettysburg with the grade received in the course provided prior approval is granted by the department.

Gettysburg College is one of a limited number of undergraduate institutions affiliated with the Duke University Cooperative Undergraduate Program in the Marine Sciences. The program, offered at the Duke University Marine Laboratory (Beaufort, North

Carolina), is a ten-week semester of courses, seminars, and independent investigations. Studies include the physical, chemical, geological, and biological aspects of the marine environment with emphasis on the ecology of marine organisms.

The program, appropriate for second semester juniors, or students who have had 3-4 courses in biology, begins in January and extends to the end of April. The student receives the equivalent of five courses, two of which may be used toward the minimum eight required in biology. The remaining courses will apply toward graduation requirements.

Interested students are urged to contact the Biology Department regarding the current curriculum at the laboratory and additional information regarding the program.



Lutheran Theological Seminary Exchange

Gettysburg College students are eligible to take up to four courses at the Lutheran Theological Seminary also located in Gettysburg. Both credits and grades earned at the Seminary will be transferred to the student's college transcript as "in-residence" credit. Interested students should consult the Registrar.

Wilson College Exchange

Gettysburg College offers an exchange opportunity with Wilson College, an area college for women with course offerings that supplement Gettysburg's offerings in communications, women's studies, international studies, dance and other creative arts. Students may take a single course or enroll as a guest student for a semester or full year.





Admissions and Career Services Offices, describing prelaw preparation at Gettysburg. Students planning a career in law should review this brochure. A list of the members of the prelaw committee is available through the Dean of the College Office.

Premedical Preparation The Gettysburg College curriculum provides the opportunity, within a liberal arts framework, for a student to complete the requirements for admission to professional schools of medicine, dentistry, and veterinary medicine, as well as several allied health schools. Students considering a career in one of these fields are advised to schedule their courses carefully, not only to meet the admission requirements for the professional schools, but also to provide for other career options in the event that their original choices are altered. The following courses will meet the minimal



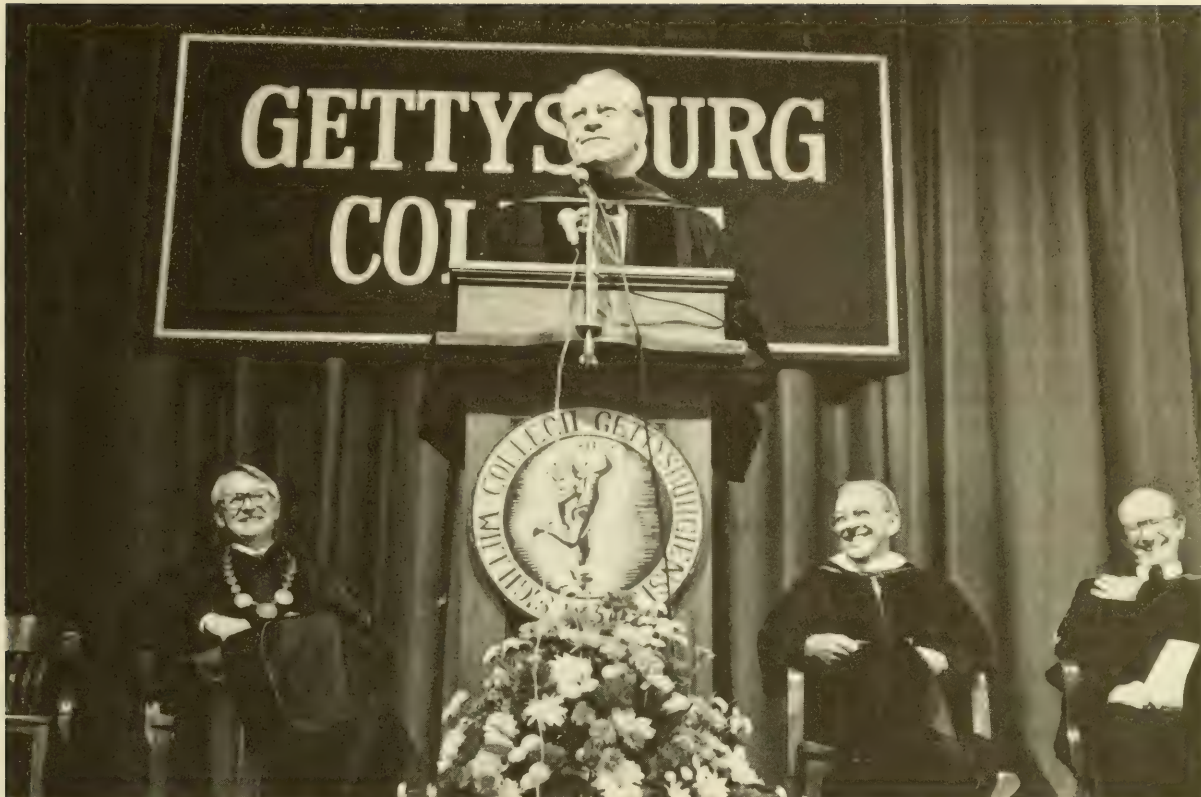
Preprofessional Studies

Prelaw Preparation A student planning a career in law should develop the ability to think logically and to express thoughts clearly. In addition, the prospective law student needs a wide range of critical understanding of human institutions. These qualities are not found exclusively in any one field of study. They can be developed in a broad variety of academic majors. It should be noted that a strong academic record is required for admission to law school.

The College has a prelaw committee of faculty and administrators each of whose members is available to assist and advise students in their consideration of the legal profession and to aid them in gaining admission to law school. The committee has prepared a brochure, available through the



entrance requirements for most medical, dental, or veterinary schools: Biology 111, 112; Chemistry 111, 112; Chemistry 203, 204; Math 107, 108 or Math 111, 112; Physics 103, 104 or Physics 111, 112; two or three courses in English; and a foreign language through the intermediate level. Since completion of these courses will also give the student minimum preparation for taking the national admissions examinations (to prepare for the Biology sections of these examinations, Biology 200 should also be completed) for entrance to medical, dental, or veterinary school, it is advisable to have completed or be enrolled in these courses by the spring of the junior year, when the tests ordinarily are taken. While most students who seek recommendation for admission to health professions' schools major



in either biology or chemistry, the requirements can be met by majors in most other subjects with careful planning of a student's program. Premedical students are encouraged to choose electives in the humanities and social sciences and to plan their programs in consultation with their major adviser or a member of the premedical committee.

All recommendations for admission to medical or dental or veterinary schools are made by the premedical committee, normally at the end of the junior year. Students seeking admission to these professional schools must also take one of the following national admissions examinations: MCAT (medical), DAT (dental), VAT or GRE (veterinary). The Premedical Committee is composed of members from the Departments of Biology, Chemistry, Physics, and Psychology, with an

Associate Dean of the College acting as chairperson. Because of the competition for admission to medical school, the premedical committee recommends that a student maintain a high accumulative average (near 3.50) overall and in medical school required courses. Generally, students with a competitive accumulative average and a competitive score on the MCAT gain an interview at one or more medical schools.

The premedical committee has prepared a brochure about preparation at Gettysburg for the health professions. Copies of this are available from the Admissions and Dean of the College Offices. Students interested in the health professions should obtain this brochure.

The premedical committee holds periodic meetings to explain

requirements for admissions to health professions schools and to bring representatives of these schools to campus to talk to students. In the office of the Dean of the College is a collection of materials about the health professions. It includes information about admissions requirements, guidebooks on preparing for national admissions examinations, catalogues from many health professions schools, and reference materials on fields such as medicine, dentistry, veterinary science, optometry, pharmacy, podiatry, physical therapy, public health, and health care administration.

Cooperative Programs

Engineering This program is offered jointly with Washington University in St. Louis, Rensselaer Polytechnic Institute (RPI) and

Pennsylvania State University (PSU). Students spend three years at Gettysburg College followed by two years at one of these universities. Upon successful completion of this 3-2 program the student is awarded the Bachelor of Arts degree from Gettysburg and the Bachelor of Science degree from Washington University, RPI or Pennsylvania State in one of the engineering disciplines. A student attending RPI under this program has the additional option of a 3-3 or a 4-2 program. These six year programs culminate in a bachelor's degree from Gettysburg and a master's degree from RPI.

Candidates for this program will have an adviser in the Physics Department. Normally a student will be recommended to Washington University, RPI or PSU during the fall semester of the student's junior year. A student who receives a recommendation

from the Physics Department to one of these universities is guaranteed admission into the engineering program.

In addition to fulfilling all of the college distribution requirements in three years, students in the cooperative engineering program must take Physics 111, 112, 211, 215, 216; Mathematics 111, 112, 211, 212, 363; and Chemistry 111, 112. Students desiring to attend PSU must also take English 101 and 201, Speech 101, Economics 101-102, a two course sequence in one of the humanities, and two one-quarter Engineering Graphics courses not offered at Gettysburg. Most students electing the cooperative program with PSU will need to attend summer school between the sophomore and junior years to be eligible for transfer. Washington University has a humanities requirement of one humanities course that has at least

one course prerequisite to it. Because of the limited flexibility of the cooperative engineering curriculum at Gettysburg, students are urged to identify their interests in this program at the earliest possible time in their college careers.

Forestry and Environmental Studies The College offers a cooperative program with Duke University leading to graduate study in natural resources and the environment. The student will earn the bachelor's and master's degree in five years, spending three years at Gettysburg College and two years at Duke University's School of Forestry and Environmental Studies. The student must fulfill all the distribution requirements by the end of the junior year. The first year's work at Duke will complete the undergraduate degree requirements and the B.A. will be awarded by Gettysburg



College at the end of the first year at Duke. Duke will award the professional degree of Master of Forestry or Master of Environmental Management to qualified candidates at the end of the second year.

Candidates for the program should indicate to our Admissions Office that they wish to apply for the Forestry and Environmental Studies curriculum. At the end of the first semester of the third year, the College will recommend qualified students for admission to the Duke School of Forestry and Environmental Studies. No application need be made to the School of Forestry and Environmental Studies before that time. During the first semester of the junior year at Gettysburg the student must file with the Office of the Dean of Educational Services a petition for off-campus study during the senior year. All applicants are urged to take the verbal and quantitative aptitude tests of the Graduate Record Examination in October or December of their junior year.



The major program emphases at Duke are Natural Resources Science/Ecology; Natural Resources Systems Science; and Natural Resources/Economic Policy; however, programs can be tailored with other individual emphases. An undergraduate major in natural sciences, social sciences, management, or pre-engineering is good preparation for the programs at Duke, but a student with other undergraduate concentration will be considered for admission. All students contemplating this cooperative program should take at least one year each in biology, mathematics, economics and physics.

Students begin the program at Duke with a one-month session of field work in natural resource measurements in August. The student must complete a total of 60 units, which generally takes four semesters.

Some students may prefer to complete the bachelor's degree before undertaking graduate study at Duke. The master's degree requirements for these students are the same as those for students entering after the junior year, but the 60-unit requirement may be reduced for relevant undergraduate work of satisfactory quality already completed. All credit reductions are determined individually and consider both the student's educational background and objectives.

Army Reserve Officers Training Program

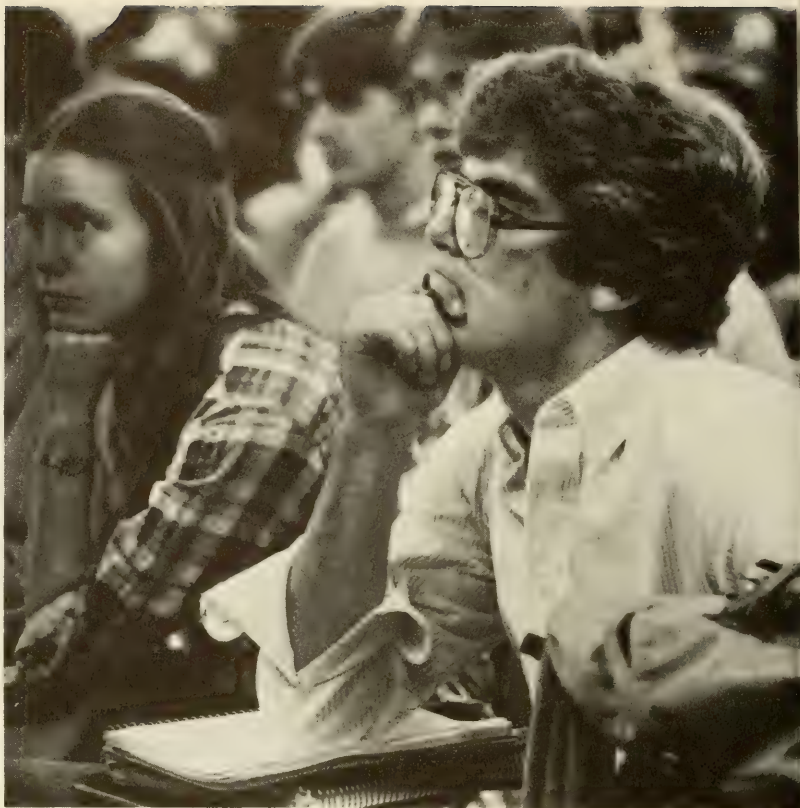
The ROTC program conducted by the Department of Military Science allows a student to earn a commission as a Second Lieutenant in the US Army concurrent with academic degree conferral. The training received in leadership, management and human relations provides an excellent, highly valued foundation for subsequent civilian careers.

The Basic Course covers the first two years of the ROTC Program. Instruction includes the national defense structure, military history, orienteering, wilderness survival, and leadership instruction. The fall and spring semesters of both years involve one hour of classroom instruction and one hour of professional development lab per week. There is no military obligation involved with enrollment in the Basic Course.

The Advanced Course covers the third and fourth years of the ROTC program. Instruction includes advanced leadership development, group dynamics, organization and management, small unit tactics and administration. Each semester entails three classroom hours, one professional development lab hour per week, and one field training exercise per semester. In addition, Advanced Course cadets are paid \$100.00 per month. Army ROTC also offers scholarships on a competitive basis. Eligible students

may apply for two or three-year scholarships which pay full tuition and book expenses plus \$100.00 per month.

The Military Science Department offers both a 4-year and a 2-year program towards commissioning. Interested students should contact a member of the Department of Military Science for details on both these programs. It should be remembered that a student must have two full academic years remaining to participate in the Advanced Course and must have completed the Basic Course or received credit for the Basic Course prior to being enrolled in the Advanced Course.



Senior Honors

The College awards the following honors to members of the graduating class. These senior honors are intended for students with four years residence at Gettysburg College, and computations for them are based on four years' performance.

1. Valedictorian, to the senior with the highest accumulative average.
2. Salutatorian, to the senior with the second highest accumulative average.
3. Summa Cum Laude, to those seniors who have an accumulative average of 3.75 or higher.
4. Magna Cum Laude, to those seniors who have an accumulative average of 3.50 through 3.74.
5. Cum Laude, to those seniors who have an accumulative average of 3.30 through 3.49.

The Academic Standing Committee may grant the above honors to students with transfer credit if they have satisfied the conditions of the honor during at least two years in residence at Gettysburg College and have presented excellent transfer grades.

In addition to the above, departments may award Departmental Honors for graduating seniors based upon their academic performance in a major field of study. Departmental Honors are awarded to transfer students on the same terms as to other students since the computation for this award is not necessarily based on four years in residence at Gettysburg College.

Deans' Lists

The names of those students who attain an average of 3.6 or higher in the fall semester, or in the spring semester, are placed on the Deans' Honor List in recognition of their academic attainments. Also, those students who attain an average from 3.33 to 3.59 are placed on the Deans' Commendation List. To be eligible for these honors, a student must take a full course load of at least four courses, with no more than one course taken under the S/U grading option during that semester (except for students taking the Education Term who may take two courses S/U).

Phi Beta Kappa

Phi Beta Kappa elects to membership seniors who have a distinguished academic record in a liberal arts program. No more than ten percent of the senior class may normally be elected. The Gettysburg College Chapter of Phi

Beta Kappa received its Charter in 1923 and is one of 234 chapters of Phi Beta Kappa in American colleges and universities.

Prizes and Awards

The following prizes recognize outstanding scholarship and achievement. They are awarded at a Fall Honors Program in October or a Spring Honors Convocation held in April or May. Grades earned in required courses in physical education are not considered in computations for prizes or awards. Transfer students are eligible for prizes and awards.

Endowed Funds

Betty M. Barnes Memorial Award in Biology The income from a fund, established by Dr. & Mrs. Rodger W. Baier, is awarded to a female senior student with high academic ability preparing for a career in biology or medicine.

Baum Mathematical Prize The income from a fund contributed by Dr. Charles Baum (1874), is given

to the sophomore showing the greatest proficiency in Mathematics.

Anna Marie Buddé Award The income from a bequest from Anna Marie Buddé, Instructor and Assistant Professor of Voice 1953-1972 is given to the outstanding sophomore voice student.

Romeo M. Capozzi Gettysburg College Athletic Training Room Award The income from a bequest from Rose Ann Capozzi in memory of her late husband, Romeo M. Capozzi, is given to the student who has demonstrated the greatest degree of proficiency in Athletic Training Room techniques.

Oscar W. Carlson Memorial Award The income from a fund contributed by the family of Oscar W. Carlson (1921) is given to a senior who demonstrates excellent academic achievement through his or her junior year in three or more courses in the Department of Religion, including two courses above the 100-level.



John M. Colestock Award The award contributed by family and friends, is given to a senior male student whose optimism, enthusiasm, and strength of character have provided exceptional leadership in student affairs.

Malcolm R. Dougherty Mathematical Award The income from a fund contributed by the Columbian Cutlery Company, Reading, Pa., in memory of Malcolm R. Dougherty (1942), is awarded to a freshman showing proficiency in mathematics and working to earn part of his or her college expenses.

Margaret E. Fisher Memorial Scholarship Award The income from a fund contributed by Dr. Nelson F. Fisher (1918) in memory of his mother, is awarded to a male student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

Holly Gabriel Memorial Award A fund established by the friends and classmates of Holly Gabriel (1978) provides a memento and notation on a plaque in the office of The Sociology and Anthropology Department to a senior sociology major selected by The Department who demonstrates superior academic achievement, concern for the welfare of others, and the intent to continue this service beyond graduation.

Samuel Garver Greek Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Greek during the freshman year.

Samuel Garver Latin Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is



awarded to the student who has made the greatest progress in Latin during the freshman year.

Graeff English Prize The income from a fund established in 1866 is awarded to a senior selected by the English Department on the basis of outstanding achievement in the work of that Department.

David H. Greenlaw Memorial Prize The income from a fund contributed by Mr. and Mrs. Ralph W. Greenlaw in memory of their son, David H. Greenlaw (1966), is awarded to the student who has contributed most to the technical aspects of the College's drama productions.

Edwin T. Greninger Award in History The income from a fund contributed by Edwin T. Greninger (1941) and a certificate are awarded to a student selected by the history department on the

basis of the quality of the student's paper written for any of the courses in the department.

John Alfred Hamme Awards Two awards, established by John Alfred Hamme (1918), are given to the two juniors who have demonstrated in the highest degree the qualities of loyalty, kindness, courtesy, true democracy, and leadership.

Henry W. A. Hanson Scholarship Foundation Award The income from a fund contributed by College alumni in honor of Henry W. A. Hanson and in recognition of his leadership of and distinguished service to Gettysburg College and to the cause of education in the Lutheran Church and the nation, is awarded to a senior who plans to enter graduate school in preparation for college teaching. The student must have taken the Graduate Record Examination. If

the senior chosen cannot accept, the next qualified candidate is eligible, and if no member of the senior class is chosen, a committee may select a member of a previous class.

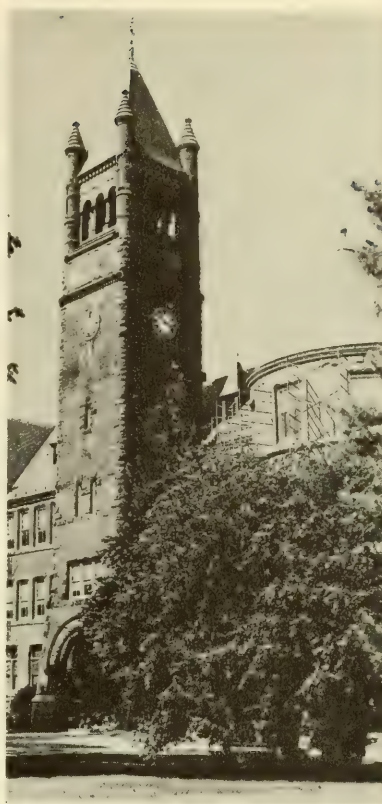
Harry C. and Catherine Noffsinger Hartzell Award The income from a fund, contributed by James Hamilton Hartzell (1924) in memory of his parents, is awarded to the outstanding junior student in the Department of Sociology and Anthropology. The selection of co-recipients may be made at the discretion of the Department.

James Boyd Hartzell Memorial Award The income from a fund contributed by James Hamilton Hartzell (1924) and his wife, Lucretia Irvine Boyd Hartzell is awarded to a junior student majoring in economics or in management for outstanding scholarship and promise in these fields. The selection of co-recipients may be made at the discretion of the Departments of Economics or Management.

James Hamilton and Lucretia Irvine Boyd Hartzell Award The income from a fund contributed by James Hamilton Hartzell (1924) and his wife is awarded to a sophomore student for outstanding scholarship and promise in the field of History. The selection of co-recipients may be made at the discretion of the History Department.

Hassler Latin Prize The income from a fund contributed by Charles W. Hassler, is awarded to the best Latin student in the junior class.

John A. Hauser Meritorius Prize in Business The income from a fund contributed by the family of John A. Hauser is awarded to an outstanding Management major who has achieved excellence in both academic studies and campus



leadership while demonstrating good character and concern for high moral standards.

Rev. George N. Lauffer (1899) and M. Naomi Lauffer (1898) Scholarship Award The income from a fund is given each year to a junior who has maintained high scholarship and who evidences outstanding ability and Christian character. It is understood that the recipient will complete the senior year at Gettysburg College.

Mr. and Mrs. William H. MacCartney Scholarship Award The income from a fund established by Michael Alan Berk and Kerry MacCartney Berk (1975) is given to a student on the basis of academic excellence, initiative shown in a work-study program, and contributions to the college through leadership in campus activities.

J. Andrew Marsh Memorial Awards The income from the fund is presented each year to the sophomore and junior students of Gettysburg College who best exemplify the "whole person" concept through positive attitude, exceptional spirit, high standards, and notable achievement, both curricular and extracurricular. Priority is given to candidates in the Army ROTC program.

Military Memorial Prize The income from a fund contributed by alumni and friends of the College is awarded to the student who has attained the highest standing in the advanced course of the Reserve Officers Training Corps.

Miller Senior Prize in Physics The income from a fund contributed by Alumni and friends of the College in memory of George R. Miller (1919) is awarded to a senior for sustained outstanding performance in physics. The selection of the recipient may be made at the discretion of the Physics Department.

Franklin Moore Award The income from a fund contributed by the friends of Mr. Moore is given to the senior who, during his or her undergraduate years, has shown the highest degree of good citizenship and, by character, industry, enterprise, initiative, and activities has contributed the most toward campus morale and the prestige of the College.

Muhlenberg Freshman Prize The income from a fund given by Dr. Frederick A. Muhlenberg (1836) is awarded to the freshman taking Greek or Latin who attains the highest general quality point average.

Muhlenberg Goodwill Prize An illuminated certificate is awarded to a senior male student "For his growth during formative years at Gettysburg College in

awareness of personal responsibility for the welfare of all peoples; for a degree of achievement in same during College years; and in the hope of his future accomplishment for betterment of Community, State and Nation."

William F. Muhlenberg

Award The income from a fund is awarded to two juniors on the basis of character, scholarship, and proficiency in campus activities.

Nicholas Bible Prize The income from a fund contributed by the Rev. Dr. J. C. Nicholas (1894) is awarded to the senior who has done the best work in advanced courses in religion.

Clair B. Noerr Memorial

Award An inscribed medal, established by Constance Noerr (1958) in memory of her father, is awarded to a senior woman on

the basis of proficiency in athletics, scholarship, and Christian character.

Dr. John W. Ostrom Composition

Awards The income from a fund contributed by Dr. John W. Ostrom (1926) is awarded to the student who achieves excellence and demonstrates the greatest improvement in freshman composition (English 101) and to the student who achieves excellence and demonstrates the greatest improvement in advanced composition (English 201).

Dr. John W. Ostrom English

Award The income from a fund contributed by Dr. John W. Ostrom (1926) is awarded to the student who has, in the judgment of the members of the Department of English, written the best expository essay for an upper level English course.



Keith Pappas Memorial Award

Notation on a plaque in the Office of the Dean of Student Life and a certificate is given annually as a memorial to Keith Pappas (1974), an honors graduate who made an extraordinary contribution to the life of this College and its people. This award is to be given to a current student who most significantly affects the College community through the quality of his or her participation in its functions and whose divergent contributions give form to what is called Gettysburg College.

Jeffrey Pierce Memorial

Award The income from a Memorial Fund established in honor of Jeffrey Pierce (1971), is awarded annually to that male senior who, in the judgment of the Department, has reached the highest level of achievement in the field of history.



Martha Ellen Sachs Prize The income from a fund contributed by John E. Haas in memory of his aunt, a Lecturer at the College, is awarded to a student exhibiting excellence in English composition, with consideration given to improvement made during the year.

Stine Chemistry Prize The income from a fund contributed by Dr. Charles M. A. Stine (1901), is awarded to a senior chemistry major on the basis of grades in chemistry, laboratory technique, personality, general improvement in four years, and proficiency in chemistry at the time of selection.

Earl Kresge Stock Prizes The income from a fund contributed by Earl Kresge Stock (1919) is awarded to the three students who write the classroom papers judged best in the areas of the humanities, the sciences, and the social sciences.

Samuel P. Weaver Scholarship Foundation Prizes Prizes established by Samuel P. Weaver (1904), are awarded to the two students writing the best essays on an assigned topic in the field of constitutional law and government.

Earl E. Ziegler Junior Mathematics Award The income from a fund contributed by Phi Delta Theta Alumni is given in honor of Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935-1968, to the student who is majoring in mathematics and has the highest average in mathematics through the middle of the junior year.

Earl E. Ziegler Senior Mathematics Award The income from a contribution by Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935-1968, is awarded to the mathematics major who has achieved the highest average in mathematics through the middle of the senior year.

Edwin and Leander M. Zimmerman Senior Prize The income from a fund is given to the senior whose character, influence on students, and scholarship have contributed most to the welfare of the College.

Unendowed

Charles W. Beachem Athletic Award The Physical Education Department presents a trophy in memory of Charles W. Beachem (1925), the first alumni secretary of the College. Based on Christian character, scholarship, and athletic achievement, the award is given to a senior student.

Beta Beta Beta Junior Award This award is given to a junior Biology major who has become an active member of Beta Beta Beta. The award is based on scholarship, character, and attitude in the biological sciences.

Beta Beta Beta Senior Award This award is given to a senior Biology major who has demonstrated academic excellence in the biological sciences. The

award is based on scholarship, character, and an active participation in the Rho Chapter of Beta Beta Beta.

C. E. Bilheimer Award Notation on a plaque and a memento are given to the senior major in health and physical education with the highest academic average.

Chemistry Department Research Award The award provided by the Chemistry Department is given to the graduating senior chemistry major who has made the greatest contribution both in his or her own research and to the research activities of the Chemistry Department.

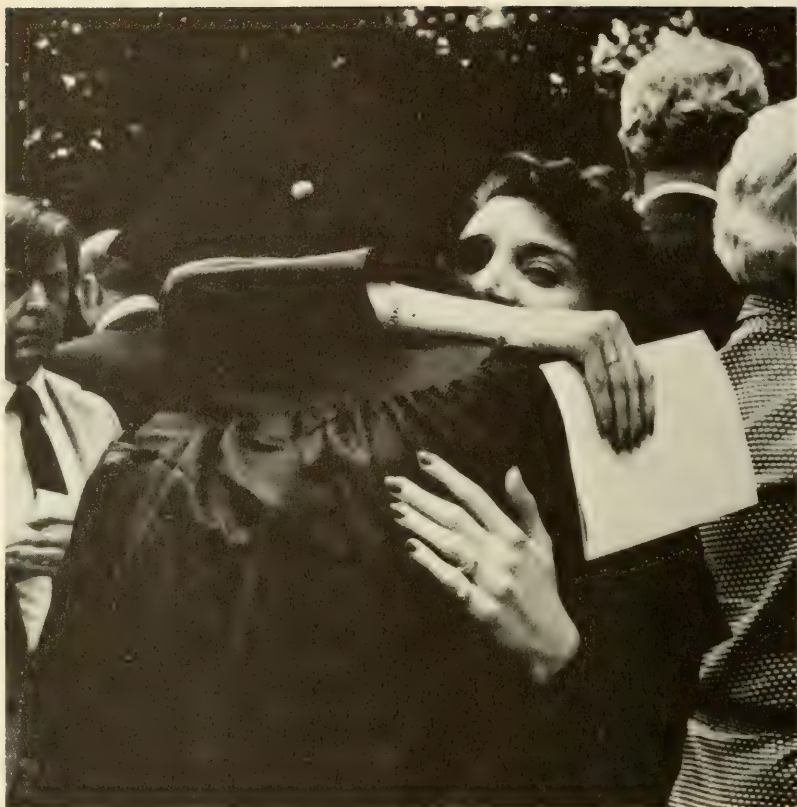
College President's Award: Military Science An engraved desk writing set is awarded to the outstanding senior in the Army ROTC program chosen on the basis of academic excellence, military performance, especially leadership ability, character, industry and initiative, and participation in activities.

Delta Phi Alpha Prize A book on German culture is awarded to the outstanding student for the year in the German Department.

Anthony di Palma Memorial Award An award established by the family of Anthony di Palma (1956), provides a book to the junior having the highest marks in history. Other things being equal, preference is given to a member of Sigma Chi fraternity.

French Cultural Counselor's Award A book presented by the Cultural Counselor of the French Embassy is awarded to a senior for outstanding achievement in French.

Frank H. Kramer Award The award is given by Phi Delta Theta fraternity, in memory of a former



Professor of Education, to a senior for the excellence of his or her work in the Department of Education.

Pennsylvania Institute of Certified Public Accountants Award This award, sponsored by the Pennsylvania Institute of Certified Public Accountants, is presented to a senior selected by the faculty of the Management Department who has demonstrated excellence in the area of accounting and who, by participation in campus activities, shows qualities of leadership. Eligibility for this award is based on the satisfactory completion of a substantial number of accounting courses.

Pi Lambda Sigma Awards The Pi Lambda Sigma Awards, a sum of money contributed by Pi Lambda Sigma, is given annually to a senior major in Economics, a

Psi Chi Award The award is given to a senior psychology major, in the spring of his or her senior year, who shows promise in the field of psychological endeavor. Other things being equal, preference is given to a member of Psi Chi.

Psi Chi Junior Award An award is given to a senior psychology major who has displayed outstanding potential and initiative throughout his or her junior year.

Sceptical Chymists Prize To encourage the presentation of talks, the prize is awarded by the organization to the member or pledge who delivers the best talk before the Sceptical Chymists during the year.

Sigma Alpha Iota College Honor Award Sigma Alpha Iota, an international music fraternity, gives an award each year to a young woman in the local chapter who has exemplified the highest

musical, scholastic, and ethical standards, whatever her class standing. Contributions to the local chapter of Sigma Alpha Iota and participation in Music Department activities are important criteria for selection.

Sigma Alpha Iota Honor Certificate Sigma Alpha Iota annually awards in each chapter an honor certificate to the graduating woman who holds the highest academic average among music majors.

Society for Collegiate Journalists Award A medal is presented to a student who has done outstanding work on the College newspaper or literary magazine or with the radio station.

Dr. George W. Stoner Award The income from a fund is awarded to a worthy male senior accepted by a recognized medical college.

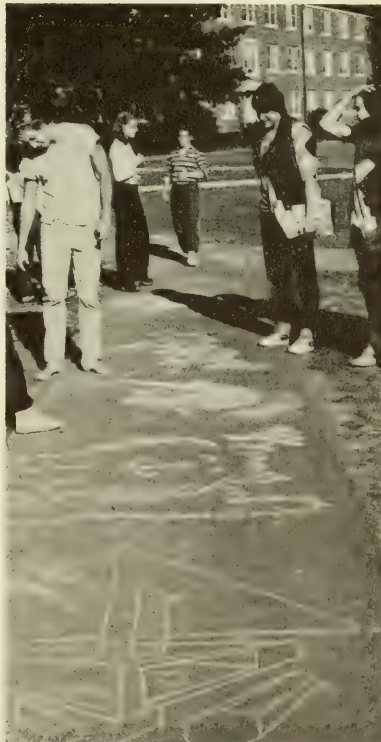
Student Life Council Award A citation is awarded to a student in recognition of the quiet influence he or she has exerted for the improvement of the campus community.

Wall Street Journal Student Achievement Award The award of a silver medal and a year's subscription to the *Wall Street Journal* is presented to a senior in the Department of Economics who has shown outstanding academic achievement in the study of finance and economics.

Charles R. Wolfe Memorial Award An award is given by Alpha Xi Delta to a graduating senior on the basis of scholarly endeavor, warmth of personality, and dedication to the College.



senior major in Management, and a senior major in Political Science. The recipients are selected by their respective departments and Pi Lambda Sigma on the basis of their outstanding overall scholastic records, departmental performances, campus activity, character, and potential for future growth.







GETTYSBURG

Courses
of Study

Each year the Registrar's Office issues an Announcement of Courses listing the courses to be taught during the fall and spring semesters and the times they will be taught. Since not every course listed in the following pages is offered each year, the Announcement of Courses should be consulted to obtain the most current information about course offerings.

Usually, courses numbered 100-199 are at a beginning level. Intermediate courses are numbered 200-299. Courses numbered 300-399 are at an upperclass level. Courses numbered 400 and above are advanced seminars, internships and individualized study.

Courses which are listed with two numbers, e.g. Biology 101, 102, span two terms. For courses separated by a hyphen, the first numbered course must be taken as a prerequisite for the second. Where the two numbers are separated by a comma, either of the terms of the course may be taken independently of the other.

The College and distribution requirements for a B.A. degree are listed on page 26 and for a B.S. in Music Education on page 41. Courses to meet the distribution requirements are offered in various departments.

Following is a listing of the courses that may be taken to satisfy each of the distribution requirements (Set I listed on page 27). The department introductions and course listings on the following pages indicate to a greater degree the specific courses which fulfill certain requirements.

Requirements

Writing Proficiency

Freshman Colloquy

Foreign Language

Arts

History/Philosophy

Literature

Natural Science

Religion

Social Sciences

Non-Western Culture

Courses that fulfill the requirement

English 101 (or exemption by examination)

Interdepartmental Studies (IDS) 100, but taught by professors from various departments.

French 201-202, 205, 206; German 202; Greek 202; Latin 202 or 203; Spanish 202, 205, 206.

Art (all courses in history and theory); English 205, ThA 105, 203, 204, 252; Music 101, 103, 104, 105, 107, 109, 312, 313, 314.

Classics 121, 122; Greek 251; Latin 251; French 310; German 211, 212, 213; Spanish 310, 311; IDS 101, 102, 206, 211, 227, 228, 312; History (all courses except Hist 300) Philosophy (all courses)

Classics 262, 264, 266; French, German, Greek, Latin and Spanish Literature, but not language or civilization courses; IDS 103, 104, 222, 235, 237, 238, 301, 302, 312; English (all courses except Eng 101, 201, 203, 205, 206, 208, 209, 305 and courses in speech and theatre arts).

Biology 101, 102 or 111, 112; Chemistry 101, 102 or 111, 112; Astronomy 101, 102; Physics 101, 102; 103, 104; 111, 112

Religion (all 100-level courses) (See Religion department course listings for courses that meet the History/Philosophy/Religion requirement)

Anthropology (all courses except 102) Economics 101, 102; Political Science 101, 102, 103, 104; Psychology 101, 204, 210, 212, 214, 221, 225, 226, 326; Sociology (all courses except 204, 301, 302, 303).

Anthropology (all courses except 102) Economics 338; French 331; Hist 221, 222, 224, 251, 254, 321; IDS 227, 228, 235, 237, 238; Political Science 263, 265; Religion 202, 241, 242.

Art

Associate Professors Agard (Chairperson) and Paulson
Instructor Small
Adjunct Instructors Kraus and Raines

Overview

The Art Department has the following major objectives:

(1) to educate the visual sensibilities beyond the routine responses, toward an awareness of the visual environment around us, as well as cognition of works of art as the living past; (2) to study the historical-cultural significance and aesthetic structure of architecture, painting, and sculpture, and the enduring dialogue between continuity and change; (3) to teach the history of art and the practice of art as separate but interrelated disciplines; (4) to provide the interested major with a curriculum which will give him or her a foundation for graduate or professional study leading to a career in high school or college teaching, to commercial art and industrial design, or as professional painters, sculptors, and printmakers.

The Department offers to prospective majors a flexible program of study in interrelated studio and art history courses. It encourages students from disciplines other than art to select from both types of courses.

Requirements and Recommendations

Requirements for students concentrating in studio art are: Art 141, 145, 146, 120 and courses in painting, printmaking, or sculpture, additional courses in at least two of these disciplines and a minimum of two courses in addition to Art 120 in the area of history and/or the theory of art. Students are encouraged to take additional courses in the discipline of their special interest and competence.

Students intending to concentrate in studio art are advised to take Art 141, 145, in their freshman year if their interests will lead to an emphasis in Painting and Printmaking. Students interested in a Sculpture/Painting or Sculpture/Printmaking emphasis are advised to take Art 141, 145, and 146 in their freshman year.

For such majors there will be a portfolio review and senior show at the end of the second semester of the senior year.

Requirements for majors concentrating in the history of art are: a minimum of nine art history courses (including Art 120) selected by the student, in consultation with the adviser, which will meet his or her projected needs and which the Department considers to be a coherent program; and two basic studio courses in order to sharpen visual perception and foster an understanding of visual structure. Students intending to concentrate in the history of art should take Art 111, 112, and 120 in the freshman year.

Because of graduate school requirements and extensive publications in French, German, and Italian, students interested in the history of art are advised to fulfill their language requirement in one of these languages.

The Art Department reserves the right to keep one work by each student from each studio course. These selections will become a part of the Department's permanent collection.

Art History and/or Theory of Art Minor

Students interested in minoring in Art History are advised to take the following courses: one (1) 100-level studio course, one (1) 200-level studio course, Art 120 and three (3) 200-level art history and/or theory of art courses. Students with an acceptable knowledge or background in art history may seek an exemption from Art 120. If the student is released from Art 120 by the instructor, the student must take four (4) 200-level art history and/or theory of art courses.

Art Studio Minor

Students interested in minoring in Studio Art are advised to take the following courses: two (2) art history and/or theory of art courses and four (4) studio courses.

Students minoring in either art history and/or theory of art or studio art should be reminded that not more than two (2) 100-level courses are acceptable to fulfill the College's requirements for a minor.

Distribution Requirements

Any course in the area of history and theory of art may be counted toward the distribution requirement in art, music, theatre arts, or creative writing.

Special Facilities

The new 1,100 sq. foot Schmucker Hall Art Gallery displays nine different exhibitions each year. Included in the gallery calendar are works by professional artists, a faculty show, a student show, several senior art major shows, and numerous theme and specially funded exhibitions.

A collection of approximately 35,000 color slides supports the teaching of art history and studio classes. Available to students is a corresponding collection of 20,000 opaque color reproductions of architecture, painting, and sculpture. Art museums in Washington, Baltimore, and Philadelphia, as well as art exhibits at the College, make possible the necessary contact with original works of art.

The Department has presses for relief, surface, and intaglio printmaking. For sculpture it has both gas and electric welding equipment, power tools for working in wood, stone, and plastic, and a small foundry for bronze casting.

History and Theory of Art

111, 112 Ideas and Events Behind the Arts

Introductory study of the visual arts from prehistoric times to the 19th century. Class will examine reasons for changes in the content, form, and function of two-dimensional and three-dimensional art. Exercises in visual analysis of individual works develop critical methods. Fulfills distribution requirement.

Staff

120 Theory of the Visual Arts

A course to give the liberal arts student a basic approach to visual experience. This is not a chronological survey but a study of visual elements which relate to art. The emphasis will be on painting but other forms of art will also be considered.

Ms. Small

203 Italian Painting 1300-1600

Survey of late Medieval, Renaissance, and Mannerist painting in Italy within the context of religious, philosophical, and social changes and in response to changing concepts of space. Major emphasis on Florentine painting in the fifteenth century and on painting in Rome and Venice during the sixteenth century. Lectures will emphasize formal analysis and the relationship of form and content.

Staff

205 Northern European Painting 1400-1700

A study of painting in the Netherlands and Germany from Van-Eyck to Holbein, and its transformation in seventeenth century Holland, Flanders, France, and Spain under the impact of the counter-reformation and the creative genius of Rembrandt, Vermeer, Rubens, El Greco, Velasquez, and Poussin.

Staff

206 European Painting 1700-1900

Introduction to eighteenth century painters in Italy, France, and England and their relationship to the Enlightenment. Major emphasis on the evolution of painting in France during the nineteenth century in relation to the changing social, political, and philosophical climate. Special attention will be given to impressionism and Post-Impressionism. Alternate years. Offered Fall 1984.

Ms. Small

210 Twentieth Century European Painting

Study of the schools and critical writings surrounding the major figures. Such movements as Art Nouveau, Nabis, Fauvism, Cubism, Futurism, German Expressionism, De Stijl, Dada, and Surrealism will be considered.

Ms. Small

217 History of Modern Architecture

Study of the character and development of modern architecture and the contributions of Sullivan, Wright, Gropius, and Corbusier toward creating new environments for contemporary society. Alternate years.

Staff

221 Eighteenth and Nineteenth Century American Painting

Survey of American painting from the Colonial Period to 1900, studied in relationship to developments in Europe, and with emphasis on the response of art to the changing social and technological environment in America. Alternate years.

Ms. Small

222 Painting in America Since 1900

Survey of twentieth-century painting. Two basic themes of the course are: the changing social role of painting as America's self-image develops and the aesthetic role of the eclectic process.

Ms. Small

235 History of Modern Sculpture

Study of the evolution of sculptural forms from the nineteenth century through the present decade with emphasis on the effects of science and technology on man's changing image of man and his universe. Alternate years.

Mr. Paulson

Studio Courses

The purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop the ability to organize visual material; and to integrate the intuitive and rational into creative activity. Lectures accompany basic studio courses when necessary to relate theory and practice.

The Lora Qually Hicks memorial fund, established by family and friends in honor of Lora Qually Hicks (1971), provides funds for the purchase of works created by Gettysburg students.

141 Introduction to Drawing

An introductory course. Drawing from the model and controlled studio problems. Intended to promote coordination of the hand and the eye to achieve a degree of technical mastery over a variety of drawing tools. Emphasis will be placed on line quality, techniques of shading, negative-positive relationships, figure-ground relationships, form, structure, and an awareness of the total field. Offered fall semester only.

Mr. Agard

142 Introduction to Drawing

Builds on the knowledge and skills accumulated in Art 141. Focuses on a wide range of drawing techniques and media. Experimental techniques and concepts, mixed-media, and collage will be introduced. Subjects will include the model, nature, architecture, interiors, and other visually interesting situations. *Prerequisite:* Art 141 or Permission of Instructor. Offered spring semester only.

Mr. Agard

145 Basic Design (two-dimensional)

An introductory course to help the student develop a capacity to think and work conceptually as well as perceptually, and to provide a basic discipline with which to organize a variety of materials into structural and expressive form.

Mr. Agard

146 Basic Design (three-dimensional)

An introductory course extending the basic disciplines of 141 into the third dimension. Projects introduce materials such as clay, plaster, wood and metal. The intent of this course is to assist students to organize three-dimensional forms.

Mr. Paulson

241 Intermediate Drawing

Intermediate studio problems: emphasis on drawing concepts and the development of individual student concerns in a series. *Prerequisites:* Art 141 or Permission of Instructor, and Art 142.

Mr. Agard

251 Painting

Once each student establishes their thematic image a series of paintings is developed. Assigned problems are designed to introduce a variety of conceptual, procedural, and experimental possibilities. *Prerequisite:* Art 141 or Permission of Instructor.

Mr. Agard

252 Painting

Students are encouraged to develop unique and experimental techniques, procedures, images, presentations, and textural applications. A series of paintings is developed. Alternative concepts and methodology are discussed. Students are referred to works by artists who have related aesthetic interests. *Prerequisites:* Art 141 or Permission of Instructor and Art 251. Offered odd years only.

Mr. Agard

255 Introductory Printmaking

An introductory course in printmaking. The creative process as conditioned and disciplined by the techniques of intaglio and lithography. Discussion of past and contemporary methods, and the study of original prints. *Prerequisite:* Art 141 or Permission of Instructor.

Mr. Paulson

256 Printmaking

Further experiments but of individual concerns with concentration on one technique. *Prerequisites:* Art 141 and Art 255.

Mr. Paulson

261 Introductory Sculpture

An introduction to the fundamentals of three-dimensional forms and modes of expression involving creative problems in the organization of space, mass, volume, line, and color. Correlated lectures and demonstrations will be used to acquaint the student with those aspects of sculptural history and theory relevant to studio projects. This course is intended for the general student as well as the art major. *Prerequisite:* Art 146 or Permission of Instructor.

Mr. Paulson

262 Sculpture

A program of studio projects (arranged by the instructor and the student) concerned with developing an individual approach to three-dimensional form with concentration in directly fabricating techniques involving a series of experiments in spacial organization. *Prerequisites:* Art 146 (142) or Permission of Instructor, and Art 261.

Mr. Paulson

351 Advanced Painting

Advanced studio problems: emphasis on painting concepts and the development of individual student concerns in a series. *Prerequisites:* Art 141 or Permission of Instructor, Art 251, 252. Offered odd years only.

Mr. Agard

355 Advanced Printmaking

Experimental printmaking: concentrating on personal development of one method and exploration. *Prerequisites:* Art 141 or Permission of Instructor, and Art 255, 256.

Mr. Paulson

361 Advanced Sculpture

Further exploration of individual three-dimensional concerns with concentration in one media and technique. *Prerequisites:* Art 146 or Permission of Instructor, and Art 261, 262.

Mr. Paulson

Individualized Study

Provides an opportunity for the well-qualified student to execute supervised projects in the area of his/her special interest, whether studio or history. Repeated spring semester.

Staff

Biology

Professors Barnes and Cavaliere (*Chairperson*)

Associate Professors Beach, Hendrix, Mikesell, Schroeder,
and Winkelmann

Assistant Professors Clayton, Logan, Sorensen, and Triano

Laboratory Instructors J. Beam, P. Price, H. Winkelmann,
and J. Zeman

Overview

Courses in the Department are designed to provide a foundation in basic biological concepts and principles, and the background necessary for graduate study in biology, forestry, dentistry, medicine, veterinary medicine, and various other professional fields. All courses in the Department include laboratory work.

Requirements and Recommendations

The minimum eight biology courses required for a major must include Biology 111, 112, and 200, but is exclusive of Electron Microscopy. Beyond the three above, there are no specific courses required for the major. This relative freedom permits the attainment of the different backgrounds required for various biological careers. Specialization at the expense of breadth, however, is discouraged. A student, in consultation with his or her adviser, should construct a broad, balanced curriculum. Every program should include at least one course from the area of botany, one from zoology, and one 300 level course.

Chemistry 111, 112 and Chemistry 203, 204 are required of all majors in Biology. It is desirable, but not essential that Chemistry 111, 112 be taken in the freshman year and that Chemistry 203, 204 be taken in the sophomore year.

Two courses in introductory physics (either Physics 103, 104 or Physics 111, 112) are required for admission to graduate and professional schools, but this subject is not a requirement for the major.

A minimum competency in statistics and calculus is expected of all majors in biology. Any deficiency should be rectified with Mathematics 107 (Applied Statistics) and Mathematics 108 (Applied Calculus). Students desiring a double major with chemistry, mathematics or physics must take Mathematics 111-112 (Calculus of a Single Variable).

A minor in biology includes Biology 101, 102 (or Biology 111, 112) and any other four courses in the department which would count toward the major provided that all prerequisites are met.

Distribution Requirements

The distribution requirement in laboratory science may be satisfied by Biology 101, 102, or by Biology 111, 112.

Special Facilities

Greenhouse, animal quarters, aquarium room, environmental chambers, electron microscopy laboratory (housing both scanning and transmission electron microscopes), independent study laboratories.

Special Programs

Cooperative program in Forestry and Environmental Studies with Duke University (p. 52). Cooperative programs in Marine Biology with Duke University and Bermuda Biological Station (p. 49).

101, 102 General Biology

Designed for the non-science major. Subject matter includes the structural organization of organisms; the relationship of structure and function; the interactions between organisms and environment. Particular attention is given to the relationship of biology to human concerns. Three class hours and laboratory.

Messrs. Hendrix, Mikesell, and Staff

111 Introductory Biology: Plants

Basic cell structure and function, cell division, reproduction, respiration, photosynthesis; a brief survey of protistan organisms and plants; an introduction to the structure and physiology of vascular plants. Three class hours and laboratory.

Mr. Cavaliere and Staff

112 Introductory Biology: Animals

Introduction to the adaptive biology of animals; basic developmental patterns and processes; principles of genetics, evolution and phylogeny; ecology. Three class hours and laboratory. *Prerequisite:* Biology 111.

Mr. Barnes and Staff

200 Cell Biology

Study of the principles and processes of cellular biology. Structure and function of membranes and organelles; enzymes and their role in chemical reactions; the mitochondrion and energy flow; the chloroplast and photosynthesis; cell excitability and motility; molecular nature of the gene and gene expression; genetic control and cellular differentiation. Three class hours and laboratory.

Mr. Schroeder

(Biology 111, 112, 200 sequence is designed for the science major)

201 Vertebrate Morphology

Detailed examination of the origins, structures, and functions of the organ systems of vertebrates. Special attention is given to the evolution of major vertebrate adaptations. Three class hours and two scheduled laboratories. Offered in fall of odd-numbered years.

Mr. Winkelmann

202 Structural Plant Development

Anatomical approach to the study of higher plant structures. The origin and differentiation of tissues and organs, environmental aspects of development and plant anomalies are studied. Six hours a week in class-laboratory work. Offered in fall of odd-numbered years.

Mr. Mikesell

204 Taxonomy of Flowering Plants

Identification, classification, structural diversity, and evolutionary relationships of angiosperms. The course includes extensive field work for collection of local flora, and methodology and principles of related disciplines, e.g., plant geography, cytogenetics, and numerical taxonomy.

Mr. Beach

215 Electron Microscopy

Introduction to basic theory and practice of transmission electron microscopy (Zeiss EM 109) and scanning electron microscopy (JEOL JSM T20); techniques of tissue preparation and introduction to interpretation of animal and plant ultrastructure. Three class hours and laboratory. Cost: approximately \$50.00 for materials which will remain property of student. Does not count toward the eight minimum courses required for a major.

Ms. Logan

217 An Evolutionary Survey of the Plant Kingdom

Synopsis of embryo-producing plants, primarily liverworts, mosses, fern allies, ferns, and seed plants. Emphasis is on comparative morphology, adaptive diversity and phylogeny. Six hours a week in class-laboratory work. Offered in fall of even-numbered years.

Mr. Mikesell

218 Protistan Biology

Study of algae, fungi, and protozoans with emphasis on both the cellular and subcellular levels. The course will include the identification, morphology, physiology, reproduction, ecology, phylogeny and culture techniques. Six hours a week in class-laboratory work. Offered in spring term of odd-numbered years.

Mr. Cavaliere

224 Vertebrate Zoology

Introduction to the systematics, distribution, reproduction, and population dynamics of vertebrates. Field and laboratory emphasis is on natural history, collection, and identification. Six hours in class, laboratory or field. Optional trip to North Carolina.

Mr. Winkelmann

227 Invertebrate Zoology

Biology of the larger free-living metazoan invertebrate groups, exclusive of insects, with special emphasis on adaptive morphology and physiology and on evolution. Six hours a week in class-laboratory work.

Mr. Barnes

230 Bacteriology

Introduction to the biology of bacteria, their morphology, reproduction, physiology, genetics, and ecology. Isolation, cultural techniques, environmental influences, biochemical, genetic, and immunological characterization of bacteria will be emphasized in the laboratory. Three class hours and laboratory.

Mr. Hendrix

300 Plant Physiology

Physiological processes in vascular plants. Plant responses, growth promoting substances, photoperiodic responses, water absorption and transpiration, mineral nutrition, and general metabolic pathways are studied. Three class hours and laboratory. Offered in spring term of even-numbered years. *Prerequisite:* Biology 200 or permission of instructor.

Mr. Cavaliere

305 Ecology

Principles of ecology, with emphasis on the role of chemical, physical, and biological factors affecting the distribution and succession of plant and animal populations and communities. Three class hours and laboratory-field.

Mr. Beach

310 Principles of Genetics

Principles of Mendelian genetics, the interpretation of inheritance from the standpoint of contemporary molecular biology, and the relationships between heredity and development, physiology, ecology, and evolution. Three class hours and laboratory. *Prerequisite:* Biology 200.

Ms. Logan

320 Developmental Biology

Survey of the principles and phenomena of biological development at the molecular, cellular, and organismic levels of organization. Major attention is given to embryonic development in multicellular organisms, especially animals. Vertebrates are emphasized in the study of the formation of animal organ systems. Three class hours and laboratory. *Prerequisite:* Biology 200.

Mr. Sorenson

325 Animal Behavior

Study of animal behavior through readings, films, discussions, and field and laboratory observations. A wide range of phenomena will be considered, from simple reflex responses to complex social organizations. The role of behavioral adaptations in the biology of animal species will be emphasized. Three class hours and laboratory. Offered in fall of even-numbered years.

Mr. Winkelmann

340 Vertebrate Physiology

Introduction to the principles of animal function. Man is emphasized but other vertebrate groups are considered for comparative purposes. A significant block of time is spent in the laboratory, which stresses basic experimental techniques. An independent project must be undertaken as part of the course. *Prerequisites:* Biology 200, Chemistry 203, or permission of instructor. Three class hours and laboratory.

Mr. Schroeder

341 Biochemistry

Introduction to the principles of biochemistry. Topics include the structure and function of proteins, nucleic acids, lipids and carbohydrates; the kinetic analysis of enzyme activity; the thermodynamics of biochemical reactions; and the organization, regulation, and integration of metabolic pathways. Laboratory includes an independent project designed by the student. *Prerequisite:* Chemistry 204. Three class hours and laboratory.

Mr. Sorensen

Individualized Study

Independent investigation of a topic of special interest to the student. Study would normally include both literature and laboratory research carried out under the direction of a faculty member familiar with the general field of study. A seminar dealing with the investigation will be presented to the staff and students as a part of individualized study. Open to juniors and seniors. A single Individualized Study may be used toward one of the 8 courses required to fulfill the major. *Prerequisite:* Approval of both the directing faculty member and the Department prior to registration day.

Staff

Chemistry

Professors Fortnum and Rowland
Associate Professor Parker (*Chairperson*)
Assistant Professors Grzybowski and Hoyle
Assistant Instructors Golden and Jackson
Laboratory Instructor Luckenbaugh

Overview

Each course offered by the Department provides an opportunity for a concentrated study of the various principles of classical and contemporary chemical knowledge. From the introductory to the advanced courses, application is made of basic theories and methods of chemical investigation. The courses offered by the Department utilize lectures, discussions, library work, on-line computer literature searching, videotapes/films, and laboratory investigations in order to emphasize the concepts that underlie the topics covered. Each course, as well as the major itself, is designed for the curious and interested student.

The program of the Department is accredited by the American Chemical Society. The paths taken by majors after graduation are varied; many enter graduate work in chemistry. Graduates also enter medical and dental schools, industrial and government research laboratories, secondary school teaching, and other fields such as business and engineering.

Requirements and Recommendations

The eight basic courses required for a major are Chemistry 111, 112 (or 112A), 203, 204, 221, 305, 306, and 317. Additional offerings within the Department may be elected according to the interests and goals of the individual student. Physics 111 and 112 and mathematics through 211 are required of all chemistry majors. Additional courses in mathematics (212) and physics may be recommended for those contemplating graduate study in certain areas. Junior and senior majors are expected to join with staff members in an afternoon seminar series which is designed to provide an additional opportunity for discussion of current developments in the field. Approved safety goggles must be worn in all laboratories. Prescription glass but *not contact lens* may be worn under safety goggles.

For the prospective secondary school teacher the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Chemistry.

Individualized study and independent laboratory work are available in connection with most courses. An honors section (112A) of the Fundamentals of Chemistry course provides a select group of students with such an opportunity at the introductory level. During the student's junior or senior year the major may elect Chemistry 462,

a research course in which a student can utilize his or her knowledge and creativity intensively.

The optional minor shall consist of Chemistry 111, 112 (or 112A) plus four other chemistry courses at the 200 level or above. Individualized Study courses may not be counted toward the optional minor.

Distribution Requirements

The following combinations of chemistry courses may be used to satisfy the distribution requirement in laboratory science: either 101 or 111 followed by 102, 112 or 112A. (Course credit will not be given for more than two introductory chemistry courses. Credit will NOT be given for both 111 and 101 OR for both 102 and 112.)

Special Facilities and Programs

Breidenbaugh Hall which houses chemistry classrooms and laboratories was completely renovated in 1985. The Department's library is at the disposal of all students. Numerous lectures and seminars are sponsored by the Department and Sceptical Chymists. These involve resource persons from universities, industries, government agencies, and professional schools and are designed to complement the curricular activities of the Department. An annual highlight is a three-day visit by an outstanding scholar in the field of chemistry. The program is supported by The Musselman Endowment for Visiting Scientists. Many qualified upper-classmen—chemistry majors and others—gain valuable experience from serving as laboratory assistants.

101 General Chemistry

Study of chemical principles with emphasis placed on providing the student with an understanding of how these principles relate to the non-scientist, especially in the areas of industry, ecology, health, and philosophy. Laboratory experiments are designed to offer a "hands-on" familiarity with the principles discussed in the lectures. The course is designed for students planning to complete only two courses in chemistry and who may have limited or no previous exposure to chemistry. Three lecture hours and one laboratory afternoon.

Mr. Grzybowski

102 General Chemistry

Review of principles studied in Chemistry 101 and application to problems of current and historical interest. Demonstrations and laboratory experiments are designed to illustrate and complement the material discussed in class. *Prerequisite:* Chemistry 101 or 111. Three lecture hours and one laboratory afternoon.

Mr. Hoyle

111 Fundamentals of Chemistry

Study of atomic structure, theories of bonding, stoichiometric relationships, properties of solutions and gases, and elementary thermodynamics. The laboratory work covers quantitative relationships by employing titrimetric and gravimetric techniques. This course is designed for biology, chemistry, and physics majors and others with a secondary school background in chemistry and elementary mathematics. Course credit is not granted for both Chemistry 101 and 111. Three lecture hours and one laboratory afternoon.

Mr. Parker

112 Fundamentals of Chemistry

Study of kinetics and mechanisms of reactions, equilibrium, electrochemistry, and theories of complex formation. Laboratory work includes kinetic studies, qualitative analysis, and the application of various instrumental procedures to quantitative analysis. Course credit is not granted for both Chemistry 102 and 112. *Prerequisite:* Chemistry 111. Three lecture hours and one laboratory afternoon.

Mr. Grzybowski

112A Fundamentals of Chemistry

Designed as an honors seminar for the more capable first-year chemistry students. Kinetics equilibrium, electrochemistry, and coordination chemistry are among the topics discussed. Laboratory work includes experiments in kinetics and equilibrium and the application of principles from lecture to a project of several weeks duration. Emphasis is placed on independent work with necessary guidance in both the seminar and the laboratory. *Prerequisites:* Chemistry 101 or 111 and invitation of the Department. Two afternoons.

Mr. Parker

203 Organic Chemistry

Study of the fundamental concepts of the chemistry of carbon compounds with emphasis on methods of preparation, reaction mechanisms, stereochemical control of reactions, and the application of spectroscopy to problems of identification. *Prerequisite:* Chemistry 112 or 112A. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Rowland

204 Organic Chemistry

Study of the various classes of organic compounds, including substitutions in the aromatic nucleus, polycyclic compounds, and natural products such as amino acids, carbohydrates and peptides. *Prerequisite:* Chemistry 203. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Rowland

221 Chemical Applications of Spectroscopy

Study of the theories and applications of ultraviolet, infrared, nuclear magnetic resonance, and mass spectroscopy are discussed in relation to the import of these spectroscopic methods in the analysis of chemical systems. The utilization and limitations of each type of spectroscopy are covered. Course work includes lectures, discussions, and laboratory sessions. The lab periods involve the use of spectrometers in the identification of organic compounds. *Prerequisite:* Chemistry 203; may be taken concurrently.

Staff

305 Physical Chemistry

Study of the principles of thermodynamics and kinetic theory as applied to the states of matter, chemical reactions, equilibrium, the phase rule, and electrochemistry using lectures, readings, problems, discussions, and laboratory exercises. The computer is used as a tool for solving problems and for the reduction of experimental data. *Prerequisites:* Chemistry 112 or 112A, Physics 112, mathematics through calculus (usually Math 211). Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

306 Physical Chemistry

Introduction to theories of chemical kinetics, quantum mechanics, and statistical thermodynamics and their applications to chemical systems through the use of problems, lectures, readings, discussions, laboratory investigations, and projects. The computer is used for modeling, simulations, and solving problems. Assignments are made so as to encourage the individual study of specific related physical chemical phenomena. *Prerequisite:* Chemistry 305. Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

317 Instrumental Analysis

Study of chemical analysis by use of modern instruments. Topics include complex equilibria, electroanalytical methods, quantitative spectroscopy, and chromatography. Analytical methods will be studied from both a chemical and an instrumentation point of view. The laboratory will stress quantitative analytical procedures and laboratory preparations. *Prerequisites:* Chemistry 204 and 221. Three lecture hours and two laboratory afternoons.

Mr. Grzybowski

353 Advanced Organic Chemistry

Study of synthetic, mechanistic, and theoretical concepts in organic chemistry. Particular emphasis is placed on the study of methods used to determine organic reaction mechanisms, stereospecific reactions, photochemistry, pericyclic reactions, and the design of multistep syntheses of complex molecules. The laboratory work involves the development of modern, advanced, synthetic skills as applied to multistep synthesis together with extensive use of the chemical literature; in addition, each student will complete a short research project. *Prerequisites:* Chemistry 204 and 221. Three lecture hours and two laboratory afternoons.

Mr. Hoyle

373 Advanced Inorganic Chemistry

Study of valence bond, crystal field, and molecular orbital theories; boron chemistry; organometallic compounds; structural, kinetic, and mechanistic studies of coordination compounds. Group theory and symmetry are applied to various systems. *Prerequisite:* Chemistry 305. Three lecture hours.

Mr. Parker

462 Individualized Study Research

An independent investigation in an area of mutual interest to the student and a faculty director. The project normally includes a literature survey and a laboratory study. An oral report to staff and students and a final written thesis are required. A student wishing to enroll in this course should consult with the faculty director and submit a written proposal to the department for approval at least three weeks before the last day of classes of the semester preceding the semester in which this course is to be taken. *Prerequisites:* Permission of the faculty director and approval of the proposal by the chemistry department. Open to junior and senior chemistry majors. Offered both semesters.

Staff

Classics

Professor Pavlantos (*Chairperson*)
Assistant Professors C. R. Held and Snively

Overview

The courses offered are designed to acquaint the student with the language, literature, history, and civilization of Greece and Rome. These societies present a microcosm of all human experience. Fulfillment of the human potential in spite of adversities and threats to existence was the ultimate quest then as it is today. Learning how the founders of western civilization dealt with such conflicts as the aspirations of youth and the compromises of middle age, the claims of community and individual rights, the ecstasy of love, and the despair of loss can help us understand our own thoughts and emotions as we confront these age old problems and pressures.

Requirements and Recommendations

The department offers majors in Greek, Latin, and Classical Studies. Required for all majors: Cl. 121, Cl. 122, Cl. 400. Additional requirements:

Latin Major:	7 courses in Latin including Lat. 312, beyond Lat. 102, Latin 251
Greek Major:	7 courses in Greek beyond Gr. 102, Gr. 251
Classical Studies Major:	8 courses. The 202 level in either Latin or Greek must be attained.

In both Greek and Latin language courses, 201, 202 or their equivalent is a prerequisite for all higher language courses.

A minor consists of six courses in the department including two language courses.

Distribution Requirements

Latin 201, 202 and Greek 201, 202 may be used to meet the College's language requirement. Latin 203, 204, 303, 306, 308, 309, 311, 401, Greek 203, 204, 301, 302, 303, 304, 306, and Classics 262, 264, 266 may be used in partial fulfillment of the literature distribution requirement. Classics 121, 122, Latin 251 and Greek 251 may be used toward fulfillment of the College distribution requirement in history, philosophy or religion and may be counted toward a major in history with the consent of that department.

For prospective secondary school teachers the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Latin.

Special Programs

Through a cooperative arrangement under the auspices of the Central Pennsylvania Consortium, Gettysburg, along with the other two member colleges—Dickinson and Franklin and Marshall—share membership in both the American School of Classical Studies in Athens and the Intercollegiate Center for Classical Studies in Rome.

Greek

101, 102 Elementary Greek

Introduction to the alphabet, inflections and syntax of Attic Greek.

Mr. Held

201, 202 Intermediate Greek

Designed to increase the student's skill in reading texts. Selections from Xenophon's *Anabasis*, some writers of the New Testament and other authors are read, with an emphasis on grammar. *Prerequisites*: Greek 101, 102 or its equivalent.

Mr. Held

203 Plato

The *Apology* and *Crito*, with selections from other dialogues.

Mr. Held

204 New Testament Greek

Introduction to Koine Greek. Selections from the New Testament are read with attention to their language and content.

Mr. Held

251 Greek History

Survey of Hellenic civilization from the Bronze Age to the Hellenistic period. Papers required. A knowledge of Greek not required. Offered 1986-87.

Ms. Pavlantos

301 Homer

Selections from the *Iliad* and *Odyssey* with examination of syntax and style. Not offered every year.

Ms. Snively

302 Greek Historians

Readings in the text of Herodotus or Thucydides. Not offered every year.

Ms. Pavlantos

303 Greek Comedy

An introduction to Greek drama. Selected comedies of Aristophanes are read with attention to style and metrics. Not offered every year.

Mr. Held

304 Greek Tragedy

Selected plays of Aeschylus, Sophocles, and Euripides. Various plays are also read in English. Oral reports required. Offered 1985-86.

Mr. Held

306 Greek Oratory

Selected orations of Demosthenes and Lysias. Offered 1985-86.

Mr. Held

Individualized Study

Staff

Latin

101, 102 Elementary Latin

Introduction to Latin.

Ms. Snively

201, 202 Intermediate Latin

Designed to increase the student's skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. *Prerequisite:* two years of secondary school Latin or Latin 101, 102.

Ms. Snively

203 Roman Prose

Selections from Roman prose writers and intensive review of grammar. *Prerequisite:* three or four years of secondary school Latin or Latin 201, 202.

Ms. Snively

204 Roman Poetry

Extensive reading in Catullus, Ovid, and Horace with an examination of poetic forms other than epic. *Prerequisite:* three or four years of secondary school Latin or Latin 201, 202.

Ms. Pavlantos

251 Roman History

The history of the Republic and Empire. Papers required. A knowledge of Latin not required. Offered 1985-86.

Ms. Pavlantos

303 Cicero

Selected essays of Cicero, with supplemental reading from letters and orations. Supplemental reading in English. Not offered every year.

Staff

306 St. Augustine

Selections from *Confessions* with attention to the differences between Late Latin and Classical Latin. Offered 1985-86.

Mr. Held

308 Roman Satire

Selections from Horace, Martial, and Juvenal with attention to the changes in language and style from the Classical to the Post Classical period. Not offered every year.

Ms. Pavlantos

309 Roman Historians

Selections from Livy and Tacitus with attention to their peculiarities of language and style. Not offered every year.

Ms. Pavlantos

311 Lucretius

Extensive reading in *On the Nature of Things* with attention to Lucretius' metrical forms, science, and philosophy. Not offered every year.

Mr. Held

312 Prose Composition

Designed to increase the student's ability to translate from English to Latin, includes a thorough grammar review. Not offered every year.

Ms. Pavlantos

401 Vergil

Study of Vergil's literary style, poetic genius, and humanity as seen in the *Aeneid*. Open to seniors and qualified juniors. Not offered every year.

Ms. Pavlantos

Individualized Study

Staff

Classical Studies

121 Survey of Greek Civilization

Survey of the politics, history, literature, art, etc. of the Greek polis from its beginning to the conquest of Alexander with emphasis on Greek concepts which influenced western thought. Knowledge of Greek not required.

Ms. Pavlantos

122 Survey of Roman Civilization

Survey of the politics, history, literature, art, etc. of Rome from its founding to the Council of Nicea with emphasis on the authority of the state and development of a system of law and government encompassing the whole Mediterranean. Knowledge of Latin not required.

Ms. Snively

230 Classical Mythology

Survey of classical mythology with attention to the process of myth-making and the development of religion. No knowledge of Greek or Latin required. Offered 1985-86.

Ms. Snively

262-266 Genre Literature

An examination of the genre literature of Greece and Rome in translation. Selected works will be studied through analysis of form, structure, and content. No knowledge of Greek or Latin required.

Staff

262 Ancient Epic

Study of Homer, Apollonius of Rhodes, and Vergil. Offered 1987-88.

Ms. Pavlantos

264 Ancient Tragedy

A study of Aeschylus, Sophocles, Euripides, and Seneca. Offered 1985-86.

Ms. Pavlantos

266 Ancient Comedy

A study of Aristophanes, Menander, Plautus, and Terence. Offered 1986-87.

Ms. Pavlantos

400 Senior Seminar

Content will be determined each year by the senior class in consultation with the staff. Required of all majors.

Staff

Individualized Study

Staff

Computer Studies

Professors Fortnum and Mara
Associate Professors Flesner, Kellett, Leinbach
(*Chairperson*), and Niiro
Assistant Professors Magness and Wijesinha
Adjunct Instructor Wenk

Overview

The Computer Studies curriculum is designed to encourage students to develop the practice of clear thinking and logical reasoning needed to take advantage of the opportunities to develop and apply new approaches to problem solving. The emphasis of the curriculum is on algorithmic thinking, which links computers and the humans who use them. An algorithm is an unambiguous procedure for solving a problem. Algorithmic thinking involves not only the development of algorithms, but also a creative and critical approach to problem solving. Typical questions which a student must ask about a working algorithm: How general is it? How clear is it? How efficient is it? How should the data be presented? How is it best implemented? The Computer Studies curriculum provides the student with a means for analyzing these and other questions.

The courses listed below cover those concepts which are at the core of computer science. This core can serve as a base for students who intend to apply the principles of computing to their academic discipline and also for students who wish to become computer scientists. Courses in Computer Studies are taught by faculty members from the Chemistry, Economics, Physics, and Mathematics Departments.

Requirements and Recommendations

The following courses are designed to meet the needs of two types of students: those who desire to use the computer in their academic disciplines and those who have an aptitude for and a desire to obtain a rigorous introduction to the discipline of computer science.

Computer Studies 105 is an introductory course which emphasizes problem solving using a computer. This course requires no background in mathematics beyond the high school level and is intended for students who do not plan to take further Computer Studies courses. Computer Studies 211 is the usual first course for a student planning to take additional courses in Computer Studies. Students taking this course are required to have a background in mathematics which includes a college level calculus course. The Data Structures course, Computer Studies 216, is a prerequisite for the remaining courses. It is strongly recommended that any student who intends to take Computer Studies courses other than Computer Studies 105, should take Mathematics 111-112 followed by Computer Studies 211.

The Minor in Computer Studies consists of six courses including Computer Studies 211, 216, 311, and 322. The two additional courses may be selected from the Selected Topics offerings.

In addition, a student intending to do graduate work in computer science is advised to take the following courses in mathematics: Modern Algebra, Discrete Mathematics, Differential Equations, and Numerical Analysis.

The prerequisites listed for courses serve as a guide for the student. A student may take any course with the special permission of the Computer Studies faculty. Credit will not be granted for both Computer Studies 105 and Computer Studies 211.

Facilities

The College maintains a Burroughs 5920 computer with both batch and terminal processing. This large scale computer is used extensively in all upper division Computer Studies courses and provides computing power comparable to that in most large scale installations. Students have access to the ALGOL, BASIC, COBOL, FORTRAN, Pascal, and PL/I languages and to software that includes major packages in graphics, operations research, scientific subroutines, statistics, simulation, and word processing. There are more than 50 terminals available for student use. The Computer Center is open 24 hours a day, seven days a week.

The Computer Studies department maintains a Microcomputer Laboratory which includes 28 Apple II and 3 IBM microcomputers as well as several printers. Each microcomputer station is capable of supporting several languages including BASIC and Pascal. The laboratory is open for individual student use for 11 hours a day, seven days a week.

Data communications for microcomputers over the College's telecommunications system will be available. When the following communications standard is used, students may connect a microcomputer to a mainframe whenever there is a port available on the mainframe.

When RS-232C asynchronous ASCII serial communication utilizing the XON/XOFF procedures is used, microcomputers and PCs can communicate with all authorized campus computing facilities in a non-intelligent environment. That is, the microcomputer or PC will appear as a "dumb" terminal to the host computer, allowing the use of programs resident in the host computer but not those created on the micro or PC. Intelligent communication, the ability to up-load and down-load files, is currently available for Burroughs microcomputers and Apple II series PCs. Efforts are underway to include IBM PCs, Apple Macintosh, and others.

Course Descriptions

105 Problem Solving with Computers

An introduction to problem solving using the computer as an aid, intended for students planning to take only one Computer Studies course. Emphasis is placed on formulation of algorithms using the top-down method of problem analysis. Topics will include logical organization of programs, procedures, control structures, syntax and semantics, structured programming, arrays, and subprograms. The Pascal and BASIC languages will be used in writing programs for microcomputers. Credit will not be granted for both Computer Studies 105 and Computer Studies 211.

Staff

211 Introduction to Algorithms and Programming

An introduction to Computer Science using a structured programming language. Topics will include algorithm formulation, the structure of algorithms, programming style, elementary numerical methods, arrays, and files. Credit will not be granted for both Computer Studies 105 and Computer Studies 211. *Prerequisite:* Mathematics 112 or Mathematics 118.

Messrs. Flesner, Leinbach, and Wijesinha

216 Data Structures

An introduction to the major data structures and some of their applications. Topics include linear lists, sets, queues, stacks, linked lists, string processing, trees, graphs, arrays, tables, files, and dynamic memory management. *Prerequisite:* Computer Studies 211.

Messrs. Flesner, Leinbach, and Wijesinha

311 Design and Analysis of Algorithms

A survey of the basic principles and techniques for the development of good algorithms. Emphasis is placed on individual development of algorithms and an analysis of the results in terms of usefulness, efficiency, and organization. Topics include design techniques, worst case and average case analysis, searching, sorting, branch and bound, spanning trees, reachability, combinatorial methods, and NP-hard problems. *Prerequisites:* Computer Studies 211 and 216. Alternate years. Offered 1985-86.

Messrs. Leinbach and Wijesinha

322 Computer Organization and Assembly Language Programming

Programming at the machine level with an emphasis on the logical connection of the basic components of the computer and on systems programs. Topics include machine and assembly language, basic computer operations, hardware organization, systems software, and compilers. *Prerequisite:* Computer Studies 216. Alternate years. Offered 1985-86.

Messrs. Leinbach and Wijesinha

391, 392 Selected Topics

Study of an advanced area of computer science. The subject matter will be selected by the Computer Studies Faculty. Some possible areas for study are database management, artificial intelligence, software engineering, design and implementation of programming languages, simulation and modeling, computer graphics, and theory of computation. *Prerequisite:* Computer Studies 216.

Alternate Years. Offered 1986-87.

Staff

Individualized Study

Pursuit of topics of an advanced nature by well qualified students through individual reading and projects, under the supervision of staff members. *Prerequisite:* Permission of the Computer Studies faculty.

Economics

Professor W.F. Railing
Associate Professors Fender (*Chairperson*), Gemmill,
Gondwe, Hill, and Niiro
Assistant Professors Griffith and Majd
Instructor Siegel
Adjunct Professor Townsend

Overview

The Department offers courses in economics and geography. A knowledge of economics has become increasingly important for effective participation in our complex society and is essential for a person to be considered liberally educated. The Department's courses present this knowledge with a focus on problem solving that emphasizes the identification and solution of problems through analysis. Courses stress the critical thinking skills of a liberally educated person: analysis, synthesis, and ability to perceive, create, and choose among alternatives.

Economics is a social science that studies the use of scarce resources to produce and distribute goods and services within society. Economists analyze economic problems such as inflation, unemployment, and economic growth and put forth suggestions for the solution of these problems.

Ten courses are required for a major in economics. In addition to its liberal arts objectives, the Department's curriculum is designed to meet the needs of students who intend to (1) pursue graduate study in economics; (2) enter graduate professional schools in business administration, law, and related areas; or (3) pursue a career in business, non-profit organizations, or government.

Requirements and Recommendations

Minimum requirements for students majoring in economics are: Economics 101-102, Accounting 153, Economics 241, 243, 245, and 333, and three courses chosen from the following: Economics 242, 301, 303, 305, 324, 336, 338, 351, and 352.

Beginning with the class of 1985, majors in economics will be required to demonstrate achievement in Mathematics equivalent to one term of Calculus. This requirement may be satisfied by taking Mathematics 117, which is offered specifically for majors in this Department, Mathematics 111, or Mathematics 108. Exemption by examination is also possible. Students who do not have an adequate background in algebra should take Mathematics 101 before taking a calculus course. Since calculus is one of the prerequisites for the sophomore courses in the Department (Economics 241 and 245), students who are interested in majoring in economics are strongly encouraged to complete this mathematics requirement during their freshman year.

A student who plans to pursue graduate study in economics is encouraged to take Mathematics 117-118 or Mathematics 111-112 and 211, 212, and Economics 242, 351, and 352. Mathematics 357-358 may be taken in place of Economics 241, 242, provided both terms of Mathematics 357-358 are completed.

It should, however, be noted that a student may not receive credit for two courses covering introductory statistics, such as Economics 241, Mathematics 107, and Sociology 303. All majors in the Department are required to take Economics 241. If a student has taken Mathematics 107 or Sociology 303 before becoming an economics major, he or she will be required to take Economics 242. The Department feels that all its majors should be exposed to at least one statistics course stressing applications to economics. Of course, the option does exist of taking Economics 241, but this will result in the loss of credit for Mathematics 107 or Sociology 303.

The computer has become an important tool in economics. For this reason, the Department strongly recommends that its majors take, in accordance with their respective interests, a course or courses dealing with the use of the computer from among the following: Computer Studies 105 or Computer Studies 211, Management 377, 378.

During the first two years of residence, all students who intend to major in economics should complete Accounting 153 and Economics 101-102, 241, 243, and 245.

Students who develop an interest in economics after entering the College will, however, find it possible to major in the Department as late as the close of the sophomore year or the beginning of the junior year without having followed the above program, if they have completed Economics 101-102 and a substantial number of the College distribution requirements. Economics 101-102 is a prerequisite for all courses offered by the Department except Geography 310. Upon application by a student, the prerequisites for a course may be waived by the instructor.

In order to qualify for Departmental Honors in economics, a student must (1) satisfactorily complete Economics 400 during the senior year, and (2) have earned an acceptable overall and Department grade point average.

A student may elect to minor in Economics. In order to complete the requirements for a minor, a student must take Economics 101 and 102. In addition, the student must elect two (2) courses from departmental course offerings on the 200-level and two (2) courses from the 300-level course offerings in Economics. Courses in Geography do not count toward the minor in Economics.

A student contemplating a minor in Economics must demonstrate the same achievement in mathematics as that required of majors in the Department. The required achievement in mathematics must be demonstrated before admission to the 200-level courses is permitted, with the exception of Economics 243.

Finally, in order to complete the minor, the student must have a grade point average of at least 2.0 in the departmental courses taken for the minor.

Distribution Requirements

A student may satisfy the College distribution requirement in social sciences by successfully completing Economics 101-102.

Special Programs

Students majoring in economics are encouraged to participate in The Washington Economic Policy Semester at The American University. Those persons interested should see page 46 and contact Dr. Railing at the beginning of the spring term of their sophomore year, or earlier, to learn more about the Semester and to make application for it.

The Departmental brochure, entitled *HANDBOOK FOR MAJORS*, contains additional information regarding the policies and practices of this Department. All majors and potential majors are urged to obtain a copy of this booklet.

101-102 Principles of Economics

Gives students a general understanding of economic systems and economic analysis, with emphasis on the operation of the American economic system. Topics covered in the first term include National income, employment, inflation, monetary and fiscal policies, economic growth and development. In the second term, topics covered include the price system, consumer theory, production theory, theory of firm, income distribution, welfare economics, and international economics.

Staff

241 Introductory Economic and Business Statistics

The nomenclature of descriptive statistics, probabilities using the normal, binomial, Poisson distributions, the Tchebycheff inequality, Chi-square, sampling, hypothesis testing, linear regression and correlation. *Prerequisites:* Economics 101-102, and one of the following: Mathematics 117, 108, 111, or the equivalent. Please note that a student may not receive credit for both this course and Mathematics 107 or Sociology 303.

Messrs. Hill and Niiri

242 Intermediate Economic and Business Statistics

Advanced Statistical Theory applicable to economics and business problems. Topics included are non-linear regression and correlation and the use of transformations; multivariate techniques and analysis; Chi-square applications; variance analysis; index numbers and their use; and time series. *Prerequisite:* Economics 241.

Mr. Hill

243 Intermediate Macroeconomic Theory

Further study of classical, neoclassical, Keynesian and post-Keynesian economics focusing on, along with national income accounting, the various theories and policies which deal with the generation and maintenance of full employment and a stable price level. The causes and cures of unemployment and inflation are also analyzed. Offered during fall and spring terms.

Prerequisites: Economics 101-102 and Mathematics 101 or its equivalent.

Messrs. Gondwe and W. F. Railing

245 Intermediate Microeconomic Theory

Uses the methodological tools of economics to examine consumer and producer behavior and economic behavior under different input and output market structures, and to analyze the implications of such behavior for general equilibrium and economic welfare. *Prerequisites:*

Economics 101-102, and one of the following:

Mathematics 117, 108, 111, or the equivalent.

Ms. Fender, Messrs. Griffith, Hill, and Siegel

301 Labor Economics

Theoretical and empirical study of the functioning of labor markets with emphasis on wage and employment determination. Topics include impacts of legislation, unions, education, and imperfect markets; time allocation, economics of fertility, wage differences, and discrimination; labor relations, collective bargaining, and the Phillips curve. *Prerequisite:* Economics 101-102.

Recommended: Economics 245.

Mr. Siegel

303 Money and Banking

An examination of the role of money, credit, and financial institutions in the determination of price and income levels. Coverage includes the commercial banking system, the Federal Reserve System, monetary theory, and the art of monetary policy. Emphasis is placed upon evaluation of current theory and practice in the American economy.

Prerequisite: Economics 101-102. *Recommended:*

Economics 243.

Mr. Gemmill

305 Public Finance

Concerned with the principles, techniques, and effects of government obtaining and spending funds and managing government debt. Nature, growth, and amount of expenditures of all levels of government in the United States are considered, along with the numerous types of taxes employed by the various levels of government to finance their activities. Government debt is also considered. *Prerequisite:* Economics 101-102.

Mr. W. F. Railing

324 Comparative Economic Systems

Concerned with a comparative analysis of free enterprise economies, centrally planned economies, and mixed economies. Primary attention is given to the economic aspects and institutions of these economic systems, but the political, philosophical, and historical aspects are also considered. *Prerequisite:* Economics 101-102.

Mr. W. F. Railing

333 History of Economic Thought and Analysis

A study of the development of economic ideas and policies in relation to major forms of social, political, and economic problems. Emphasis is placed on major contributions to economic thought from Plato to Keynes.

Prerequisite: Economics 101-102. *Recommended:* Economics 243, 245.

Mr. Gondwe

336 International Economics

Covers comparative advantage, commercial policy, economic integration, balance of payments, exchange rates and international monetary systems. *Prerequisite:* Economics 101-102.

Mr. Griffith

338 Economic Development

An examination of the economic and non-economic factors accounting for the economic growth and development of less developed areas of the world. Various theories of economic and social growth and development will be analyzed, and major policy issues will be discussed. *Prerequisite:* Economics 101-102.

Mr. Gondwe

351 Application of Mathematics to Economics and Business

An introduction to the application of calculus and matrix algebra in economics and business. Numerous illustrations of mathematically formulated economic models are used to integrate mathematical methods with economic and business analysis. *Prerequisites:* Economics 243, 245, and Mathematics 117-118 or Mathematics 111-112 and 211-212.

Mr. Niiri

352 Introduction to Econometrics

An introduction to the application of mathematical economic theory and statistical procedures to economic data. Coverage includes the development of appropriate techniques for measuring economic relationships specified by economic models and testing of economic theorems. *Prerequisites:* Economics 243, 245, Mathematics 117-118 or Mathematics 111-112 and 211-212, and Economics 242, or Mathematics 358.

Mr. Niiro

400 Senior Seminar

Involves study of research methodology and application of economic theory to contemporary problems in both economics and business. Students prepare and discuss research papers on topics in economics or business. Seniors must take this course to qualify for Departmental Honors.

Ms. Fender

Individualized Study

Topics of an advanced nature pursued by well qualified students through individual reading and research, under the supervision of a member of the Department's faculty. A student wishing to pursue independent study must present a proposal at least one month before the end of the term preceding the term in which the independent study is to be undertaken. *Prerequisites:* Permission of the supervising faculty member and the Department Chairperson. Offered during the fall and spring terms.

Staff

Geography

310 Cultural, Social, and Physical Geography

A regional approach in the study of the various elements that make up the atmosphere, the hydrosphere, and the lithosphere and how the forces of the interrelationships develop the physical environment in first half of course and in the second half a systematic regional study of the superimposed cultural, social, and economic developments and how they evolved in response to the limitations imposed by the existence of varied environments. This course is designed to satisfy the geography requirements for students whose objective is teaching in the public schools.

Mr. Hill

Individualized Study

(See description following Economics 400)

Education

Associate Professors J. T. Held, Packard (*Chairperson*), and J. Slaybaugh

Adjunct Instructors King and Williams

The purposes of the teacher education programs are to give the student a thorough background in educational philosophy and theoretical concepts of instruction, and to provide an opportunity for student teaching.

The Education Department works cooperatively with all other departments in the preparation of teachers in secondary education, elementary education, music education, and health and physical education. Students interested in pursuing one of these programs will need to study carefully the teacher education programs on pages 38 to 43.

201 Educational Psychology

Extensive investigation of the development of the individual and the development of psychological principles of learning. Pupil Evaluation, and the statistics necessary for analyzing test data are introduced. Repeated in the spring semester. Psychology 101 recommended as background.

Staff

209 Social Foundations of Education

A study of the professional aspects of teaching, the relation of schools to society, the organization of state and local school systems, the impact of the national programs on education, including Supreme Court decisions. Secondary programs and serving as a student aide in public school classrooms are studied. Sophomore course for all secondary and music education students. Repeated in the spring semester.

Staff

303 Educational Purposes, Methods, and Educational Media: Secondary

The function of schools in a democracy. Emphasis is placed on methods and techniques of the teaching-learning process and classroom management in secondary schools. The underlying principles and techniques involved in the use of teaching materials and sensory aids. Includes a unit on reading. *Prerequisites:* Education 201 and 209. Repeated in the spring semester.

Mr. J. T. Held

304 Techniques of Teaching and Curriculum of Secondary Subject

Secondary subjects including biology, chemistry, physics, English, French, Spanish, German, Latin, mathematics, health and physical education, and social studies. This course is taught by a staff member of each department having students in the Education Term. Included is a study of the methods and materials applicable to the teaching of each subject and the appropriate curricular organization. *Prerequisite:* Consent of the major department. Repeated in the fall semester.

306 Educational Purposes, Methods, and Instructional Media in Social Studies, Art, and Music

Applying principles of learning and human development to teaching social studies in the elementary school. Included is the correlation of art and music with the teaching of the social sciences. A field-based program in an elementary classroom and weekly seminars. *Prerequisites:* Education 201, 209, 331, 370, Math 180. Repeated in the spring semester. Elementary education students enroll for this course during the Education Semester.

Staff

331 Foundations of Reading Instruction and the Language Arts

An introduction to the theory and problems in reading instruction and language arts. Current trends relating to recognition of these problems and appropriate instructional aids are studied. *Prerequisite:* Education 201. Fall semester only.

Mr. Slaybaugh and Ms. Williams

334 Corrective Reading

A study of the analysis and correction of reading disabilities in the elementary school. Survey of tests and materials including children's literature as an incentive to greater interest in reading are included along with a reading internship in the public schools under the guidance of a reading teacher. Diagnosis and remedial tutoring of elementary school pupils who are having reading problems is provided. Elementary education students enroll for this course during the Education semester. *Prerequisite:* Education 331. Repeated in the spring semester.

Mr. Slaybaugh and Ms. King

370 Elementary School Science: Purposes, Methods, and Instructional Media

Scientific principles for mastery by the elementary pupil in connection with appropriate experimental procedures; lecture, demonstration classes, instructional media, and field experiences designed to give the prospective teacher a thorough background in elementary school science.

Prerequisite: Education 201. Spring semester only.

Mr. Slaybaugh

411 Internship in Teaching Composition

A teaching internship in a section of English 101. Under the supervision of the instructor in that section, the intern will attend classes, prepare and teach selected classes, counsel students on their written work, and give students' papers a first reading and a preliminary evaluation. All interns will meet regularly with members of the English Department to discuss methods of teaching composition and to analyze the classroom experience. Required of all majors in English planning to enroll in the Secondary Education Program. Students should register for Education 411 in the fall or spring semester prior to their Education semester.

English Department Staff

461 Individualized Study—Research

Offered both semesters.

471 Individualized Study—Internship

Offered both semesters.

475 Student Teaching—Elementary

Student observation, participation, and teaching in the elementary grades under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. For nine weeks the student will spend the full day in the elementary classroom. This course carries two course credits.

Prerequisites: Education 201, 209, 331, 370, and Mathematics 180. Repeated in the spring semester.

Staff

477 Student Teaching—Secondary

Student observation, participation, and teaching on the secondary school level under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. A minimum of 90 hours of responsible classroom teaching is recommended. This course carries two course credits.

Prerequisites: Education 201, 209, 331, 370, and the spring semester.

Mr. J. T. Held

Basic Concepts of Elementary Mathematics, Mathematics 180, is listed under the Mathematics Department.

English

Professors E. Baskerville, Clarke, Myers, Pickering, Schmidt, and Stewart (*Chairperson*)
 Associate Professors Fredrickson and Locher
 Assistant Professors Garnett, Goldberg, Hanson, Hertzbach, Lambert, and Srebrnik
 Adjunct Assistant Professors M. Baskerville and Hogan
 Adjunct Instructors Hartzell, Jones, and Showalter

Overview

The courses offered by the Department are designed to train students to express their thoughts clearly and effectively through spoken and written language and to understand, interpret, and assimilate the thoughts and experiences of the great writers of English and American literature. English is excellent preparation for careers in business, teaching, law, publishing, journalism, and government service and for graduate study leading to advanced degrees in English, theatre, the ministry, and library science.

The Department offers a major with a concentration in English and American literature and a major with a concentration in theatre arts and drama. The Department also offers a minor program in each concentration.

The Department believes that a well-balanced program for a major in English and American literature should include (1) knowledge of the literary history of England and America; (2) training in the application of the techniques of literary analysis and the different critical approaches to literature; (3) knowledge of the characteristics and development of the major literary forms or genres; (4) study in depth of the work of one author of significance; (5) some knowledge of the history of the English language and of English as a system.

Requirements and Recommendations

The Major in Literature The requirements for the major in literature are twelve courses in English and American language and literature in addition to the first term of Literary Foundations of Western Culture (IDS 103). All majors in literature are required to take English 151, 152, 153 and IDS 103. In addition, to obtain the desired distribution of courses, majors must elect the specified number of courses from each of the following categories:

- I. English Language (1 course): English 208, 209
- II. English Literary History (2 courses from Group A; 2 courses from Group B):
 A. English 331, 334, 337, 338
 B. English 341, 342, 345, 346
- III. American Literary History (1 course): English 318, 319, 320
- IV. Major Authors (1 course): English 362, 365, 366, or any seminar devoted to a British or American author

considered by the Department to be of major importance.

- V. Electives (2 courses): English 218, 219, 225, 323, 324, 328, 329, 351, 352

English 101, 110, 201, 203, 205, 206, 305, and courses in speech may not be used to fulfill the Department's major requirements. Courses in theatre arts count only toward the English major with a concentration in theatre arts and drama.

The Minor in Literature The requirements for the minor in literature are six courses. All minors must include English 151, 152, and at least three courses on the three hundred level. Writing courses, with the exception of English 101, may be used to fulfill the Department's minor requirements.

The Major in Theatre Arts and Drama In addition to English 151, 152, and IDS 103, majors with a concentration in theatre arts are required to take Theatre Arts 105 and either 203 or 204. They must also elect the specified number of courses from each of the following categories:

- I. Theatre Arts (3 courses): 1 course from each of the following groups:
 A. (Acting) 120, 220, 320
 B. (Design) 155, 255, 355
 C. (Directing) 182, 282, 382
- II. Drama (3 courses): English 225, 328, 329, 365, 366
- III. Electives (2 courses): Any of the theatre arts and drama courses listed above and/or Theatre Arts 252.

The Minor in Theatre Arts and Drama: The requirements for the minor in theatre arts and drama are six courses: Theatre Arts 105, Theatre Arts 203 or 204; one course in Drama (English 225, 328, 329, 365, 366); 2 studio courses (Theatre Arts 120, 155, 182, 220, 255, 282, 320, 355, 382); 1 course in theatre arts or drama (any of the above listed theatre arts or drama courses plus Theatre Arts 252).

Elementary and Secondary Education The major for students enrolled in the elementary education program will consist of ten courses, including English 151, 152, in addition to the first term of Literary Foundations of Western Culture (IDS 103). Working with the chairperson of the English Department, each elementary education student will design a major program, following as closely as possible the Department's distribution requirement. Students planning to teach English in the secondary schools are required to take English 208 and either 365 or 366. Speech 101 is recommended. The Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary English and Education 411, Internship in Teaching Composition.

History 131, 132, 203, 204 and Philosophy 203, 204, 211, 220 are highly recommended for majors. Students planning to do graduate work in English should develop proficiency in Latin, French, or German.

English majors may take internships in a variety of fields, such as journalism, law, public relations, publishing, radio and television. Students who wish to apply for internships should secure from their advisers a statement of the Department's policy regarding application deadline, form of proposal, requirements, and grading.

Distribution Requirements

All courses offered by the Department, except English 101, 201, 203, 205, 206, 208, 209, 305 and courses in speech and theatre arts, may be used to fulfill the College distribution requirement in literature. Theatre Arts 203, 204, 252, and English 205, 206 may be used to fulfill the College distribution requirement in art, music, creative writing, or theatre arts.

Senior Honors Program

English majors who have shown special promise in English will be invited to complete a thesis and seminar sequence during their senior year. Students taking the program will write a thesis during the fall semester under the direction of a member of the Department. During the spring semester they will participate in an Honors Seminar under the direction of the Program Director. Only students selected for and successfully completing the program will be eligible to receive Honors in English. For details of the Program, consult the brochure available in the English Department.

101 English Composition

Aims to develop the students' ability to express themselves in clear, accurate, and thoughtful English prose. Not limited to freshmen. Repeated spring semester.

Staff

110 The Interpretation of Literature

An intensive study of the dominant literary types: short story, novel, poem, and drama. The course attempts to stimulate a valid appreciation and judgment of literature through precise critical analysis of selected works truly representative of major literary forms. Fulfills distribution requirement in literature. Open only to freshmen and a limited number of sophomores. Offered both semesters.

Staff

151, 152 Survey of English Literature

A historical survey of English literature from *Beowulf* to Joyce and Yeats in the twentieth century, with some attention to the social, political, and intellectual background. Selected works will be analyzed in class to familiarize students with the techniques of analysis, and students will write several short critical papers each semester.

Staff

153 Survey of American Literature

A chronological study of American writing from colonial days to Emily Dickinson. Primary emphasis falls on the Puritans and the American Romantics. Repeated spring semester.

Staff

154 Modern American Literature

A survey of American literature from Robinson and James to the present. Major figures will include Frost, Eliot, Williams, Stevens, Dreiser, Fitzgerald, Hemingway, Faulkner and selected contemporary writers.

Staff

201 Advanced Expository Writing

An intensive course in advanced rhetorical techniques, with particular emphasis upon analysis of evidence, selection of appropriate style, and importance of revision.

Ms. Hertzbach and Mr. Pickering

203 Journalism

A general introduction to journalism. Students can expect to spend their time practicing the techniques of writing news copy, feature, sport, and editorial articles; composing headlines; doing make-up; and working at copy reading and rewrite.

Mr. Baskerville

205, 206 The Writing of Fiction, Poetry, and Drama

A workshop in the writing of short stories, verse, and plays, with an analysis of models. Either course may be used to fulfill the distribution requirement in art, music, creative writing, or theatre arts. *Prerequisite:* Permission of the instructor.

Mr. Clarke

208 Introduction to Linguistics

Studies the three best-known analyses of English grammar: traditional, structural, and generative. The theories of grammar and the varying attitudes toward language make students aware that language in itself is an appropriate object of study.

Ms. Hartzell

209 History of the English Language

Provides a historical understanding of the vocabulary, forms, and sounds of the language from the Anglo-Saxon or Old English period to the twentieth century.

Mr. Baskerville

218, 219 The English Novel

A study of the form and content of the English novel as the genre developed in the eighteenth and nineteenth centuries. English 218 concentrates upon the eighteenth century and focuses on novels by Richardson, Fielding, Smollett, Sterne, and Austen. Offered 1986-87. English 219 is devoted to the nineteenth century and includes novels by Scott, Dickens, Eliot, Hardy, and others. Offered 1985-86.

Mr. Pickering

225 The Drama of Shakespeare's Contemporaries

A study, after some attention to the beginnings of drama in the Middle Ages, of some of Shakespeare's contemporaries, including Kyd, Marlowe, Jonson, Tourneur, and Webster, among others, to assess their importance in the development of English drama.

Ms. Hertzbach

226 Introduction to Shakespeare

A course that endeavors to communicate an awareness of Shakespeare's evolution as a dramatist and of his importance in the development of Western literature and thought. Designed for students not majoring in English.

Mr. Myers

231 to 260 Studies in Literature

An intensive study of a single writer, group, movement, theme, or period. May be counted toward the major. Fulfills distribution requirement in literature. Open to freshmen.

Staff

305 The Writing of Poetry and Short Fiction: Advanced

A course open to students who have demonstrated that their skills in the writing of poetry and fiction might be further developed. The goal of each student will be the composition of a group of poems or short stories.

Prerequisite: English 205, 206.

Mr. Clarke

318 American Prose of the Colonial and Romantic Periods

A study of the fiction, essays, journals and autobiography written by major American writers from the early days to 1860. Although Puritan and 18th Century prose will be covered, emphasis will be on the masterworks of the American Romantics: Cooper, Poe, Emerson, Thoreau, Hawthorne, and Melville.

Messrs. Fredrickson and Locher

319 American Realism

A study which concentrates on fiction by major American writers between 1860 and the early Twentieth century. Twain, Howells, James, and Crane will receive major emphasis.

Messrs. Fredrickson and Locher

320 American Poetry

A study of the development of American Poetry from Anne Bradstreet to William Carlos Williams and other modern figures. Emphasis will be placed on Emerson, Poe, Whitman, and Dickinson.

Messrs. Fredrickson and Locher

323, 324 Twentieth Century Fiction

A study of the form and content of a representative selection of English and American novels and, occasionally, short stories written between 1900 and the present. Some consideration will be given to the social and intellectual context. English 323 devoted to the fiction of 1900 to 1940 examines works by Conrad, Joyce, Woolf, Lawrence, Hemingway, Faulkner, and others. English 324 is devoted to fiction from 1940 to the present, and includes Updike, Nabokov, Bellow, Pynchon, Cary, Fowles, and others.

Messrs. Garnett and Fredrickson

328, 329 Twentieth Century Drama

A study of major dramatists from Ibsen to the present and of dramatic movements such as realism, naturalism, expressionism, as well as Theatre of the Absurd. The first semester includes Ibsen, Strindberg, Chekhov, O'Neill, and others; the second semester begins after World War II and includes Williams, Miller, Osborne, Pinter, Beckett, Ionesco, Genet, and others. Alternate years. Offered 1986-87.

Mr. Schmidt

331 Mediaeval Literature

Sketches the development of Western literature from the Patristic Age through the Carolingian revival and then concentrates on selected topics and themes explored in the literature of the High Middle Ages. Anglo-Saxon poetry, Arthurian romance, the Tristan and Isolde story, the Grail legend, and Malory represent materials always dealt with.

Mr. Baskerville

334 Renaissance Literature

Selected works of More, Machiavelli, and Castiglione providing a background in basic Renaissance ideas as a prelude to a careful study of works by Marlowe, Sidney, Shakespeare, and Spenser.

Mr. Baskerville

337, 338 The Seventeenth Century

A study of the poetry, prose, drama, and thought of the period extending from the last years of Elizabeth through the early years of the Restoration. The fall semester will take up selected poets, with emphasis on Donne and Jonson, as well as several prose writers, with emphasis on Bacon and the "new science." The spring semester will begin with poems by Waller, Marvell, Cowley, and Vaughan and then proceed to the works of Milton, with emphasis on his development as a poet and his relation to his age. The spring semester will conclude with the reading of selected Restoration plays.

Ms. Hertzbach and Mr. Myers

341, 342 Literature of the Restoration and Eighteenth Century

A critical analysis of the prose, poetry, and selected drama written between 1660 and 1798 with attention to the political, social, and intellectual background. English 341, devoted to the literature from 1660-1740, concentrates upon the work of Dryden, Swift, and Pope. English 342, devoted to the literature from 1740 to 1798, concentrates upon the work of the mid-century poets, Johnson, and Boswell.

Ms. Stewart

345, 346 The Nineteenth Century

A critical analysis of poetry and prose with some attention to the historical and intellectual background. English 345 explores the literature from 1790 to 1830, with some consideration given the principal theoretical, psychological, and ethical concerns of the major Romantic poets: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. English 346 is devoted to the literature from 1830 to 1900 and focuses on the works of Carlyle, Tennyson, Browning, Arnold, Newman, Rossetti, Pater, and on selected fiction.

Mr. Goldberg and Ms. Weissman

351, 352 Twentieth Century Poetry

A study of selected British and American poets of the modern period, with attention given to the explication of individual poems, as well as to the style and method of each poet and to the ways in which each responds to the problems and themes of his or her cultural milieu. The fall term is devoted to major figures who flourished prior to 1939, with emphasis on E. A. Robinson, Robert Frost, Wallace Stevens, Thomas Hardy, Gerard Manley Hopkins, Ezra Pound, W. B. Yeats, T. S. Eliot, and Dylan Thomas. The spring term deals with poets whose reputations have developed since 1939, with emphasis on Richard Wilbur, Theodore Roethke, Robert Bly, and Sylvia Plath.

Mr. Clarke

362 Chaucer

Examination of a selection of Chaucer's minor poems and of five of his major poems (including "Troilus and Criseyde" and "Canterbury Tales") as the means of assessing the poet's response to literary influences and of tracing the development of his original genius.

Mr. Pickering

365, 366 Shakespeare

A course that seeks to communicate an understanding both of Shakespeare's relation to the received traditions of his time and of his achievement as one of the most important figures in Western literature. Language, characterization, and structure in each of the numerous plays will be carefully analyzed. The fall semester will focus upon the early plays through *Hamlet* and *Troilus and Cressida*, the spring semester upon the later plays.

Mr. Myers

420 Honors Seminar

An intensive study of an announced topic under the guidance of the Director of the Senior English Honors Program. *Prerequisite:* Successful completion of an Honors Thesis. Offered in the spring semester.

Staff

464 Honor Thesis

An individualized study project involving the research of a topic and the preparation of a major paper under the direction of a member of the Department. This research and writing will be done during the fall semester of the senior year. *Prerequisite:* By invitation of the Department only.

Staff

Individualized Study

An individual tutorial, research project, or internship under the supervision of a member of the staff. A student must submit a written proposal to the Department well in advance of registration. *Prerequisites:* Approval of the Department and of the directing faculty member. Offered each semester.

Theatre Arts

The major in English with a concentration in Theatre Arts and Drama is described on page 82.

Theatre Arts 105, 203, 204 and 252 may be used to fulfill the distribution requirement in art, music, creative writing, or theatre arts.

105 Introduction to Theatre Arts

An overview of theatre, including its historical background, its literary works, its technical aspects, and its performance techniques. Students will study the theatre of today in relation to its predecessors and in terms of its modern forms in cinema and television. Students will read texts and analyze methods used in bringing those works into production. Field trips will offer opportunities to critique performances.

Messrs. Schmidt and Hanson

120 Fundamentals of Acting

The study of the theory and technique of the art of acting; voice technique for the stage; the use of pantomime, including the study of gesture and movement. Emphasis will be placed on the discipline and control of the body and the voice to best serve the actor. Improvisation will be employed. In addition, students will be expected to perform in scenes for class analysis. Offered 1986-87.

Mr. Schmidt

155 Fundamentals of Stage Design

Basic theories and technique of design for the stage. The theory behind the design, and the interrelationship of scene design, lighting, costumes, and properties. How stage design interprets the themes and moods of a play as well as identifying period and place will be studied. This course will follow a lecture-discussion format and involve extensive studio work. Students will analyze, create, and execute basic designs for the Laboratory Theatre Series in association with students in Theatre Arts 182.

Mr. Hanson

182 Fundamentals of Directing

The study of the theory and technique of the art of the director: how a play is selected; play analysis; tryouts and casting; the purpose and technique of blocking, movement, and stage business. Students are required to direct scenes in class and a short play as part of the Laboratory Theatre Series. *Prerequisite:* Theatre Arts 155 and/or permission of the instructor. Offered 1986-87.

Mr. Schmidt

203, 204 History of the Theatre

A survey of the theatre from the primitive to the present. Emphasis is placed on the relevance of theatre design, production techniques, and acting styles to the plays of their periods, and the relationship between society and the theatre it nurtured. The first semester covers Greek, Roman, Medieval, Elizabethan, and Oriental; the second semester is devoted to the Italian Renaissance, French, Neoclassical, the Restoration, and the Eighteenth, Nineteenth, and Twentieth centuries. Offered 1985-86.

Mr. Schmidt

220 Advanced Acting

Further study in the theory and technique of the art of the actor: the analysis and interpretation of a role and the building of a characterization. Roles, both comic and tragic, from Contemporary, Restoration, Elizabethan, Commedia dell'Arte, and Greek theatre will be analyzed and performed. *Prerequisite:* Theatre Arts 120 and/or permission of the instructor. Offered 1985-86.

Mr. Schmidt

252 Studies in Film Aesthetics

A study of historically significant films, film theory and criticism, intended to develop an appreciation for film as an art form. Students will keep a journal of critical responses to films, write short critical papers, and will become familiar with writing that has been done about films. Offered 1985-86.

Mr. Fredrickson

255 Advanced Stage Design

Examination of historical and contemporary theories of scene, lighting, and costume design. Students will consider design as the visual manifestation of the playwright's concepts. Besides designing the same play for proscenium, arena, thrust, and profile stages and a period play for a period other than its own, students will complete advanced designs in scene, lighting, and costumes and create designs for the Laboratory Theatre Series in association with students in Theatre Arts 282. *Prerequisite:* Theatre Arts 155. Offered 1986-87.

Mr. Hanson

282 Advanced Directing

Further studies in the theory and technique in the art of the director. Students will engage in directional analyses of plays representing different periods. Particular attention will be given to contemporary methods of presentation with special emphasis on arena and thrust staging. In addition to directing scenes in class, students will direct two scenes and a one-act play for public presentation, the latter as part of the Laboratory Theatre Series. *Prerequisites:* Theatre Arts 155 and 182 and/or permission of the instructor. Offered 1985-86.

Mr. Schmidt

320 Problems in Acting

A course designed for students who have demonstrated the skill and talent to undertake further studies in acting which will culminate in an independent study project. *Prerequisites:* Theatre Arts 120 and 220 and/or permission of the instructor.

Mr. Schmidt

355 Problems in Stage Design

A course designed for students who have demonstrated the skill and talent to undertake further studies in design which will culminate in an independent study project. *Prerequisites:* Theatre Arts 155 and 255.

Mr. Hanson

382 Problems in Directing

A course designed for students who have demonstrated the skill and talent to undertake further studies in directing which will culminate in an independent study project. *Prerequisites:* Theatre Arts 182 and 282.

Mr. Schmidt

Individualized Study

A production of a major work, a tutorial, or an internship under the supervision of a member of the staff. A student must submit a written proposal to the Department well in advance of registration. *Prerequisites:* Approval of the Department and of the directing faculty member. Offered each semester.

Staff

Speech**101 Public Address**

A study of the basic principles of public address. Emphasis is placed on developing both a theoretical and practical understanding of oral communication, through lecture and reading assignments, as well as through practice in preparing, organizing, delivering, and criticizing speeches in class. Repeated spring semester.

Mr. Hanson

201 Advanced Public Address

An analysis of public address as an art form and as an important civilizing force in Western society. Students will have the opportunity to apply concepts and strategies they have learned in Speech 101. *Prerequisite:* Speech 101.

Mr. Hanson

French

Associate Professors Lenski, Michelman (*Chairperson*), and Viti
Assistant Professors Gregorio, A. Tannenbaum, and Richardson
Adjunct Assistant Professor Broad
Teaching Assistant Raynier

Overview

Foreign language study not only teaches students much about their native tongue, but also introduces them to another people's language, literature and customs. This awareness of cultural and linguistic relativity is one of the hallmarks of a liberal education.

Introductory French courses develop students' skill in spoken and written French and acquaint them with the literature and culture of the French-speaking world. Language laboratory work is mandatory for all beginning students. With emphasis on oral/aural proficiency, it complements classroom instruction in the language.

Advanced language instruction allows the student to reach the higher level of mastery in French required in more specialized study and usage. In the more advanced literature and civilization courses, students study French writing and culture in greater depth, thereby gaining considerable knowledge of and insight into France's past and present achievements in all fields of endeavor. Majors (and, indeed, non-majors as well) are moreover encouraged to study abroad as an inestimable enhancement to their understanding of the country, its people, and its language.

Students specializing in French will find that their major studies, in addition to their humanistic value, afford sound preparation for graduate study and for careers in teaching or interpreting. A knowledge of French will also be invaluable to them in the fields of international business and government as well as social work.

Requirements and Recommendations

Requirements for a major in French include French 301, 302, and seven additional courses above the 302 level. Majors must include French 305 and 306 in their major program. Individualized study may be taken only once as part of the minimum requirements for the major. These requirements may be waived in special cases at the discretion of the Department. Majors are encouraged to study in a French-speaking country, although this is not a Departmental requirement. All majors must take at least one course within the Department during their senior year.

Requirements for a minor in French involve a total of six courses. For students who begin in the 101-102, 103-104, or 201-202 sequences, 202 will count toward the minor. In addition, students must take either 205 or 206, 301-302 and two additional courses, of their choice, above 302.

French

Students who begin above the 202 level, may count either 205 or 206, and must take 301-302, and three additional courses above 302. As with the major, courses taken abroad may be counted toward a minor.

The prerequisite for entry into all courses above the 200 level, with the exception of French 400, is French 202 or its equivalent.

Prior to their first registration at the College, all students receive preregistration materials which give detailed instructions on language placement and fulfilling the distribution requirement in foreign languages. The following courses may be counted toward the distribution requirement in literature: French 205, 206, 305, 306, 320, 321, 322, 324, 325, 327, 328, 331.

The distribution requirement in foreign languages may be fulfilled by successful completion in French of 201-202, 205, 206 or a course at the 300-level or above. The equivalent of intermediate achievement may be demonstrated by an Advanced Placement Examination or a Departmental Qualifying Examination given during the initial week of fall semester. French 205 or 206 satisfies the foreign language requirement and at the same time counts toward the literature requirement. The courses, which are complete as individual units, emphasize intensive reading of complete works of literature for comprehension and analysis of style. Students who qualify and choose this alternative should have adequate preparation in reading French prose. A student who shows unusual proficiency in 201 may, with the consent of the Department Chairperson, take 206 and thereby fulfill the language and literature requirements.

French 310 fulfills distribution requirements in history/philosophy/religion or history/philosophy.

French 331 fulfills the distribution requirement in Non-Western culture.

Special Facilities

Language Laboratory in Musselman Library/Learning Resources Center.

Special Programs

See *Study Abroad*

La Maison Francaise (The French House)

Students may elect to live in this separate residential unit staffed by a native-speaking Assistant. French is the principal language spoken in the house and residents help plan and participate actively in various French cultural activities on campus (see *Other Activities* below).

Other Activities

The Department and La Maison Francaise sponsor various activities and organizations such as the weekly French Table in the Dining Hall, the Cercle Francais (French Club), French films, and lectures.

101-102 French for Beginners

Elements of speaking, reading and writing French. Language laboratory usage is required. Enrollment limited to those who have not studied French previously. A student may not receive credit for both 101 and 103 or for both 102 and 104.

103-104 Elementary French

Fundamentals of speaking, reading, and writing French. Language laboratory usage is required. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination. A student may not receive credit for both 101 and 103 or for both 102 and 104.

201-202 Intermediate French

Grammar review and practice in oral French are emphasized in the fall semester with stress on reading and written expression in the spring. Contact with French culture is maintained throughout. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

205, 206 Readings in French Literature

Two objectives of skill in reading French prose for comprehension and reading a significant amount of French literature of literary and cultural merit. Conducted in French, these courses differ from French 201, 202 in that they emphasize reading for comprehension of content. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

301, 302 French Structure, Composition, and Conversation

Review of grammar and syntax at an advanced level; exercises in directed and free composition; group discussion and presentation of individual oral work.

303 Phonetics and Diction

Study of modern phonetic theory; practice in transcription, pronunciation, and diction. Laboratory course. Alternate years. Offered 1986-87.

304 Advanced Stylistics

Intensive practice in the refinement of writing skills directed towards a sophisticated and idiomatic use of the language. Components of course work include composition, translation, comparative stylistics, French for use in commercial and other correspondence, and work in the spoken language. *Prerequisite:* French 301-302. Offered every year.

305, 306 History of French Literature: Middle Ages to 1789; 1789 to Present

A general survey of French literature in two parts; representative readings and discussion of outstanding writers and of main literary currents.

307 Approaches to Literary Analysis

Reading and analysis, in their entirety, of representative selections of prose, poetry and theatre. This course aims to introduce students to interpretive strategies and to make them more aware of and competent in the art of reading. Offered every year. *Prerequisite:* French 202 or equivalent. Three hours per week. This course will be required of all majors and will be a prerequisite for all literature courses on the 300 level. Offered 1985-86.

Staff

308, 309 Masterpieces of French Literature: Middle Ages to 1789; 1789 to Present

A survey of French literature in two parts, through reading and discussion of complete works of some of France's most outstanding authors. Although major emphasis will be placed on the study of these masterpieces, the broad outline of French literary history, styles and movements will also be covered. Offered every year. *Prerequisite:* French 307 or equivalent. Offered 1985-86. Three hours per week. Required of all majors.

Staff

310 French Civilization

The manifestation of history, art, economics, politics, and sociology in the culture of France. Fulfills distribution requirement in history, philosophy, or religion. Alternate years. Offered 1985-86.

318 Literature of the Middle Ages and the Renaissance

Study of early French literary texts: epic poems, lyric poetry, plays and romances; sixteenth-century prose and poetry. *Prerequisite:* French 307 or equivalent. Three hours per week. Alternate years or every third year. Offered 1986-87.

Staff

320 Lyric Poetry

Analysis and appreciation of French poetry from Villon to Bonnefoy. Emphasis will be given to Baudelaire, the Symbolists, and the Surrealists. *Prerequisite:* French 307 or equivalent. Offered 1985-86.

321 Seventeenth Century Theatre

French drama, comedy, and tragedy of the classical period. Corneille, Moliere, and Racine. Alternate years. Offered 1985-86.

322 The Age of Enlightenment

A study of the Age of Enlightenment through reading and discussion of the representative fiction, non-fiction, and theatre. *Prerequisite:* French 307 or equivalent. Alternate years. Offered 1985-86.

326 Nineteenth-Century Prose Fiction

Reading and analysis, through lecture and discussion, of nineteenth-century novels and short stories of such major authors as Constant, Hugo, Stendhal, Balzac, Flaubert, Maupassant, Zola and Huysmans. *Prerequisite:* French 307 or equivalent. Three hours per week. Alternate years. Offered 1985-86.

Mr. Viti

327 Contemporary French Theatre

A study of major trends in modern French drama: surrealism, existentialism, the absurd. *Prerequisite:* French 307 or equivalent. Alternate years. Offered 1986-87.

328 Contemporary French Novelists and Their Craft

A study of representative works by major twentieth-century French novelists from Gide and Proust to Butor and Robbe-Grillet. Alternate years. Offered 1985-86.

331 La Francophonie

A survey of the imaginative literatures of such French-speaking countries and areas as Africa north and south of the Sahara, Canada, Vietnam, the West Indies, Louisiana, and others. Aside from their intrinsic literary worth, the selections will afford a perception of the impact and adaptation of French language and culture among widely diverse populations of the world. Alternate years. Fulfills the distribution requirement in Non-Western culture. Offered 1986-87.

400 Seminar

An intensive study of a particular aspect of French literature, civilization or culture to be determined by the instructor in consultation with students. Intended for upperclass majors. *Prerequisites:* Permission of the instructor and approval of Department Chairperson. Offered every year.

Individualized Study

Guided readings or research under the supervision of a member of the staff. *Prerequisites:* Permission of the instructor and approval of the Department Chairperson.

German

Associate Professors Crowner (*Chairperson*) and Ritterson
Assistant Professors Armster and McCordle
Teaching Assistant Geis

Overview

One of the attributes of a truly liberated individual is acquaintance with the language and culture of at least one foreign nation. The offerings of this department are designed to contribute to the attainment of this goal. Apart from the values accruing from the mental discipline demanded by language learning and the practical utilization of such learning in the areas of research and technology, international trade, diplomacy, teaching, and foreign travel, it is hoped that doors will be opened to an understanding of the German people and an appreciation of their significant contributions to the world's cultural heritage.

Through the use of the foreign language in the classroom and correlative audio-lingual drill in the laboratory, effort is directed toward the development of a reasonable proficiency in speaking and listening comprehension as well as in reading and writing.

Requirements and Recommendations

German 202 or equivalent proficiency is considered prerequisite to all higher-numbered German courses, unless specified otherwise.

Major Requirements. A major consists of a minimum of nine courses beyond the level of German 202, including 301, 302, 321, 322, two courses from those numbered 211, 212, 213 and two courses from those numbered 323, 324, 325, 328. Majors preparing to teach German in the secondary school must also take Education 304, Techniques of Teaching and Curriculum of Secondary German (does not count toward German major).

Majors who take a Study Abroad program may count no more than six of those courses toward the major and must take at least two German literature courses in their senior year.

Majors who, by the end of the junior year, have not demonstrated a satisfactory level of competency in the reading, writing, speaking and listening comprehension of German, as determined by the department's staff, will be assigned such additional work as considered necessary and appropriate to the attainment of such competency by the end of the senior year.

Minor Requirements Minor is offered in German. For students beginning at 201 or below, the German minor consists of 201-202, 301, 302 and any two courses above 202. For students beginning at the 301 level, the minor consists of 301, 302 and any four courses above 202.

Distribution Requirements

The following courses may be counted toward the distribution requirement in literature: German 119, 120, 321, 322, 323, 324, 325, 328.

The following courses may be counted toward the distribution requirement in the area of history/philosophy/religion or history/philosophy, German 211, 212, and 213; and, with the consent of the History Department, toward a history major, German 211, 212, and 213.

The distribution requirement in foreign language may be satisfied by completion of German 202 or of any 300-level course.

Special Programs

Junior Year Abroad

Qualified students are encouraged to study abroad one or both semesters of their junior year. Students can choose from programs administered by American institutions at universities in Munich, Freiburg, Marburg, Heidelberg, Bonn, and elsewhere (see Study Abroad).

German House

Students may elect to live in a specially designated area of a residential unit staffed by a native German Assistant. The use of the German language is promoted, and residents help plan and participate actively in various German cultural activities on campus.

German Language

101, 102 Elementary German

Essentials of grammar, composition, pronunciation. Course includes oral and written work, graded elementary reading, and use of audio-visual cultural materials and correlative drill in the language laboratory. Prepares for German 201, 202.

Staff

201, 202 Intermediate German

Continuation of the work of German 101, 102. Progressively more difficult reading, in class and outside, is selected to introduce the student to German literature and civilization. Course includes use of audio-visual cultural materials and correlative drill in the language laboratory. *Prerequisite:* German 102 or its equivalent.

Staff

235 German Conversation

Intermediate level conversation course with emphasis on everyday, applied usage of the language for nonliterary purposes. Limited enrollment of ten students. Does not count toward fulfillment of language requirement. May, with departmental approval, count toward minor or major. May be taken concurrently with German 202. *Prerequisite:* German 201 or its equivalent.

Staff

301 Advanced German

Designed for advanced work in the language and intended for students who have successfully completed at least German 202, as well as for qualified incoming students. The plan of study incorporates extensive reading and intensive practice in aural comprehension, oral expression, and directed composition. Conducted mostly in German.

Staff

302 Advanced German

Continuation of exercise in the skills of German 301, but with emphasis given to readings and discussions on problems of German literary studies. Both primary and secondary (unedited) sources will be read. Students will be asked to present oral reports and to write resumes and compositions on the materials read. Conducted in German. *Prerequisite:* German 301 or demonstrated equivalent preparation.

Staff

*German Culture Studies***211, 212 Survey of German Culture to 1945:
Origins to 1790; 1790–1945**

Study of the cultural history of the German people from their beginnings to 1945, including an appreciation of their major contributions to the world's cultural heritage. This course is accepted toward fulfillment of the distribution requirement in the area of history/philosophy/religion or history/philosophy.

Mr. Crowner

213 Survey of German Culture Since 1945

Study of the culture, society, and politics of contemporary Germany, East and West, including a comparison of the social systems and of attempts to deal with the problems of the present and future. Assigned readings include both critical/analytical and literary works. A knowledge of German is not required. This course is accepted toward fulfillment of the distribution requirement in the area of history/philosophy/religion or history/philosophy. Alternate years. Offered 1986–87.

Mr. McCardle

*German Literature***119, 120 German Literature In Translation**

Critical analysis and appreciation of form and content of representative German literary masterpieces, selected from the literary periods from the Middle Ages to the present, together with an examination of the times and cultural circumstances which produced these works. Does not count toward a major in German. This course is accepted toward fulfillment of the distribution requirement in literature.

Ms. Armster and Messrs. McCardle and Ritterson

302 Advanced German

See course description under German Language (above).

Staff

321, 322 The Age of Goethe: 1750–1785; 1785–1830

Study of German literature of the Enlightenment, Storm and Stress, Classicism, and Romanticism, with special emphasis on Lessing, Schiller, and Goethe. Critical reading and analysis of representative works are included. Outside reading and reports. Alternate years. Offered 1985–86.

Staff

323, 324 Post-Romantic to Mid-Twentieth-Century German Literature: 1830–1900; 1900–1945

Study of German literature from the 1830's to 1945, with particular attention in the fall term to Young Germany, Biedermeier, Regionalism, Realism, and Naturalism; and in the spring term to Impressionism, Expressionism, the New Objectivity, and their successors through the end of World War II. Critical reading and analysis in class of representative works and outside readings and reports are included. Alternate years. Offered 1986–87.

Staff

325 German Literature Since 1945

Study of West and East German literature, including Borchert, Böll, Grass, Dürrenmatt, and Handke. Critical reading and analysis in class of representative works and outside reading and reports are included. Alternate years. Offered 1986–87.

Staff

328 Goethe's Faust

Intensive reading and analysis of the work in class. Lectures and discussions highlight its aesthetic, moral, and ethical values and autobiographical significance, together with an examination of its modern cultural implications. Outside reading and reports.

Staff

400 Senior Seminar

Intensive study of selected aspects of German language, literature, and civilization through reading, discussion, oral and written reports. Topics will be selected with a view to affording students an opportunity to strengthen their knowledge in the areas not covered in their other course work in the department.

Staff

Individualized Study

Guided reading or research under the supervision of a member of the staff. *Prerequisite:* consent of the Department.

Greek—See Classics

Health and Physical Education

Professor Kenney (*Chairperson*)
Associate Professors Biser and Shoemaker
Assistant Professors Donolli and Reider
Adjunct Assistant Professor Pavlantos
Coaches: Bowers (Coordinator of Women's Athletics),
Drexel, Higgins, Hulton (Director of Intercollegiate Athletics),
Hummel, Hurst, Kennedy, Kiesel, Riggs, Streeter, and Zelenz.

Overview

The Department of Health and Physical Education is in harmony with the purposes of our liberal arts institution and our philosophy is a holistic one. We believe in the Greek ideal of "A sound mind in a sound body." The College stresses the individual need for total fitness for all students through our required courses. Our majors' courses offer those students with a particular interest in health and physical education a rewarding, well rounded, educational and life experience.

A major in Health and Physical Education is an excellent preparation for specific areas such as state-approved teaching certification in Health and Physical Education (K-12), certification in athletic training, and allied health careers. With proper course selection, students can qualify for post graduate work in allied therapy fields such as physical, occupational, and play therapy.

Requirements and Recommendations

All HPE majors must satisfy all of the College distribution requirements. Psych. 101 and Soc. 101 are the preferred social science courses. Biology is required as the laboratory science. Plants and Animals (Bio. 111-112) is preferred but General Biology (101-102) is acceptable. *HPE Courses* required of all students registered in the Department:

All students majoring in HPE must successfully complete 1 year of Chemistry *or* Physics except that those HPE Majors who successfully complete the Education semester are *exempt* from the 1 year Chemistry *or* Physics requirement.

- HPE 112-Foundations of Health, Physical Education, and Recreation
- 211 - Personal and Community Health
- 217 - Anatomy and Physiology
- 218 - Kinesiology and Applied Physiology
- 309 - Physiological Responses to Endurance Training
- 314 - Medical Aspects of Sports
- 320 - Adapted Physical Education and Health Inspection
- 325 - Administration of Health, Physical Education, and Recreation
- 332 - Measurement and Evaluation in Health and Physical Education

- 400 - Senior Professional Seminar
- *449 - Introduction to Research Skills - (2 years) HPE 101-102, 201-202
- *HPE 449 - Introduction to Research: *Not* required for students in teacher certification program.
- Teacher Certification:* For the student in the teacher certification program (K-12) elementary and secondary teacher education, the following courses must be scheduled:
 - HPE 301, 302 Major Skills
 - ED 201 - Educational Psychology
 - 209 - Social Foundations of Education
 - 303 - Educational Purposes, Methods, and Educational Media
 - 304 - Techniques of Teaching and Curriculum of HPE
 - 477 - Student Teaching - Secondary, Two Courses.

HPE majors who are considering graduate work in allied health careers (physical therapy, occupational therapy, athletic training, etc.) should take introductory Physics 103, 104 or Physics 111, 112; and Chemistry 101, 102 or Chemistry 111, 112 which are required for admission to graduate and professional schools.

Faculty advisers are available to help in counseling, but students have the sole responsibility for meeting all major requirements. It is important to declare the HPE major early in the four year curriculum, as failure to do so often means an additional term or two to complete the program.

There is an additional learning experience that our department requires. Each student must participate in our intercollegiate program on one of the following levels: player, student trainer, student manager, or as a student coach. (The latter would be only for a very select, highly qualified athlete.) The above participation must be accomplished once each year for the four year program.

Distribution Requirements

For non-majors in health and physical education, three quarter courses in health and physical education are required for a Bachelor of Arts degree. These courses are graded only on an S/U basis. They are normally taken during the fall and spring semesters of the freshman and sophomore years in addition to the general four or five course requirement. One semester of study yielding one quarter course credit is required from each of the three following groups:

- Group I HEALTH
- HPE 105 Health Science (or Health Credit through proficiency testing)

Group II - 141 FITNESS ACTIVITIES

Advanced Basketball
Advanced Judo
Beginner's Basketball
Beginner's Judo
Body Conditioning
Cardio Fitness
Endurance Swim
Field Hockey
Indoor Lacrosse
Jazz It
Jogging
Mountaineering
Self-Defense
Soccer
Speedball
Swimnastics
Team Handball
Track and Field
Weight Training

Group III - 171 RECREATIONAL SKILLS

Activities for Children
Advanced Golf
Advanced Horsemanship**
Advanced Lifesaving
Advanced Modern Dance
Advanced Tennis
Advanced Volleyball
Archery
Badminton
Beginner's Golf
Beginner's Horsemanship**
Beginner's Modern Dance
Beginner's Swim
Beginner's Tennis
Beginner's Volleyball
Bowling**
Contracts (Individualized Program)
Fencing
Orienteering (Military Science 201)
Outdoor Recreational Skills**
Softball
Water Safety Instructor***
Wilderness Survival (Military Science 202)

A proficiency health knowledge test is offered freshmen and transfer students who are not majoring in health and physical education. If the health test is passed, the student can elect to take Health Credit or substitute a term of study in any other group. If not passed, HPE 105 must be taken.

****Requires extra fee**

*****Must have current Advanced Life Saving Certification**

In Groups II and III the student has the option of selecting one odd-numbered course which extends for a full semester or two even-numbered courses which taken sequentially during the same semester are equivalent to a full semester. The three group requirements may be taken in any order.

Students who are unable to participate in the regular programs enroll in HPE 106, Adapted Physical Education, which can be substituted for courses in any group except HPE 105, Health Science, in Group I.

101, 102, 201, 202, 301, 302 Major Skills

Skill development and methods and techniques of class organization and instruction for the following physical education activities: lacrosse, field hockey, wrestling, modern dance, swimming, gymnastics I, folk-square-social dance, baseball, softball, tennis, badminton, elementary teaching, gymnastics II, golf, archery, football, soccer, speedball, elementary-junior high-senior high games and recreational activities, basketball, volleyball, track and field, self-defense, and conditioning activities. This course is for health and physical education major students.

1/4 course each
Staff

112 Foundations of Health, Physical Education, and Recreation

The historical and philosophical development of health and physical education from early civilization to present; examination of the purposes, scope, and interrelationships of health, physical education, and recreation; and their application to the total education process. Alternate years. Offered 1985-86.

Ms. Kenney

211 Personal and Community Health

A critical look at the relevant health issues of this decade. Careful inspection of data concerning drugs, human sexuality, marriage and family living, old age, pollution, etc. is included along with the examination of the relationship of personal health problems to the community at large.

Mr. Reider

217 Anatomy and Physiology

Study of the characteristics of cells and tissues, and the muscular, skeletal, and nervous systems. Emphasis is placed on the integration of structure and function.
Prerequisites: Biology 101 and 102 or 111 and 112.

Mr. Biser

218 Kinesiology and Applied Physiology

Study of voluntary skeletal muscles, not only in regard to their origins, insertions, actions, and interrelationships with the body systems, but also with particular emphasis on the essentials of wholesome body mechanics. *Prerequisite:* HPE 217.

Mr. Donolli

309 Physiological Responses to Endurance Training

Serves to acquaint the student with the physiological mechanisms that are involved in circuit, interval, and aerobic type endurance training. The physiology of cardio-respiratory and muscular responses will be covered. The students will be involved in practical application of the training methods studied. A pre-exercise and post-exercise test of significant endurance responses will be administered to each student.

Mr. Donolli

314 Medical Aspects of Sports

Prepares the prospective coach for the prevention and care of injuries. Course includes instruction about protective equipment, safety procedures, and facilities, as well as preparation of the athlete for competition, emergency procedures, post-injury care, and medical research related to training and athletics. Material in the official Red Cross Standard and Advanced First Aid courses will be given and certificates can be earned. Practical work covered includes massage, taping, bandaging, and the application of therapeutic techniques.

Prerequisites: HPE 217 and HPE 218 or Permission of Instructor.

Mr. Biser

320 Adapted Physical Education and Health Inspection

Provides instruction and experience in the health inspection and observation of the school environment and of school children. Specific abnormalities of children are studied, and exercises are adapted to individuals to allow more complete personality development through activity.

Prerequisites: HPE 217 and HPE 218.

Messrs. Kennedy and Biser

325 Administration of Health, Physical Education, and Recreation

Study of the administrative theory, legal problems, personnel relations, social interpretations, budgets and finance, as well as plant and office management. Alternate years. Offered 1986-87.

Mr. Shoemaker

332 Measurement and Evaluation in Health and Physical Education

Concentration on test preparation in the cognitive, psychomotor, and affective domains, application of measurement and evaluation optics, analysis of data through the use of computers, and participation in field experiences with standardized testing.

Mr. Reider

400 Senior Professional Seminar

Designed to relate and synthesize the various concepts, interpretations, and understandings of modern health, physical education, and recreation. This course offers the student the opportunity to work at an advanced level of extensive reading in the many faceted areas of the profession. Offered either semester.

Ms. Kenney

449 Introduction to Research

Study of the various methodological approaches used in research. The course provides practice in designing research tools and in research writing and is helpful for those planning to continue with graduate study. Offered either term. *Prerequisite:* H.P.E. 332 or Math. 107 or Permission of Instructor.

Ms. Kenney

History

Professors Crapster and Glatfelter
Associate Professors Boritt, Bugbee, Fick, Forness, and
Stemen (*Chairperson*)
Adjunct Instructor Holder

Overview

The Department aims to acquaint the student with the concept of history as an organized body of knowledge which is "the memory of things said and done." Mastery within this broad field provides an appreciation of history as literature, an understanding of our heritage, and a standard by which one may thoughtfully evaluate our own time. Through classroom lectures and discussions, an introduction to research, and seminars, the Department encourages the student to develop as a liberally educated person. Courses which the Department offers help prepare students for graduate study and for careers in teaching, law, the ministry, public service, business, and other fields.

Requirements and Recommendations

Requirements for a major are nine courses, including History 300 (in the sophomore year) and one of the senior research seminars. All majors must pass at least four additional 300-level courses chosen from at least two of three groups—American, European, or Asian history. Senior research seminars—number 401 to 410—are normally restricted to history majors, for whom one is required. A selection from the list of seminars is offered each year. They provide students with an opportunity to work in small groups with a member of the staff in the study of a selected topic. Typically participants are expected to engage in reading, discussion, oral reports, and writing formal papers based on individual research.

The minor in history consists of six history courses, of which no more than two may be at the 100 level and at least two must be at the 300 level. One course may be from the list of courses from other departments listed below that count toward the major. No courses taken S/U may be included.

Distribution Requirements

All courses in the fall and spring semesters, except History 300, are acceptable toward fulfilling the distribution requirement in history/philosophy/religion or history/philosophy. The following courses are also acceptable toward those requirements and one of them may be counted toward the major, but not toward the 300-level requirement: German 211, 212, 213 (Survey of German Culture), Greek 251 (Greek History), Latin 251 (Roman History), and Spanish 312 (Latin America).

The following courses meet the distribution requirement in Non-Western culture: 221, 222, 224, 251, 254, 321.

101, 102 History of Europe

Survey of the major political, economic, social, and intellectual developments in Europe from the 5th century to the present. The first course goes from the Germanic invasions of Rome to 1715; the second extends from 1715 to the present.

Mr. Fick

131, 132 History of the United States

With the dividing point at 1877, a general survey of the historical development of the American nation from the age of discovery to the present. Open to freshmen only.

Staff

203, 204 History of England

Surveys English history from the Anglo-Saxon invasions to the present, emphasizing institutional, social, and cultural developments. Some attention is given to Ireland, Scotland, and the overseas empire. The dividing point between the two courses is 1714.

Messrs. Crapster and Fick

221, 222 History of East Asia

A survey of East Asian civilizations to approximately 1800 in 221 and of East Asian political, social, and intellectual developments since the Western invasions of the nineteenth century in 222.

Mr. Stemen

223 United States Relations with East Asia

Study of the diplomatic, military, and cultural relations of the United States with China, Japan, Korea, and Vietnam, from the late eighteenth century to the present. Such subjects as trade, missions, wars, intellectual and artistic influence, and immigration will be covered.

Mr. Stemen

224 Chinese Thought and Culture

An intellectual history of China from the beginning to the eighteenth century. Readings are drawn from philosophy, history, religion, poetry, and fiction, and are studied in the context of the intellectual and artistic culture of the times.

Mr. Stemen

IDS 227, 228 Civilization of India

Course description included under Interdepartmental Studies.

Ms. Gemmill

233 Mission, Destiny, and Dream in American History

An introduction to American history from the seventeenth century to the present by focusing upon the intertwining themes of the American people's belief in their unique mission and destiny in the world and their dream of creating a just and prosperous society. Students will probe the varying manifestations of these themes through major events and movements in American social, economic, and cultural life and in politics and diplomacy.

Mr. Forness

235 American Economic History

Examines the economic development of the United States from the colonial period to the 1960's. Among the topics covered are the westward movement, development of transportation networks, growth of monetary markets and investments, industrialization, and the role of government in the economy. Not offered every year. *Prerequisite:* Economics 101-102.

Ms. Fender

236 Urbanism in American History

An introduction to American history from the perspective of urbanism. Beginning with the colonial town and continuing to the megalopolis of the mid-twentieth century, students will investigate the nature of urban life and its influence upon the course of American development.

Mr. Forness

237 War and American Society

Considers America's wars from the Revolution to Vietnam and the opposition to war they have evoked.

Mr. Boritt

239 Architecture and Society in Nineteenth-Century America

A study of American architecture from the neo-classic developments of the late eighteenth century to the work of Frank Lloyd Wright and his contemporaries at the beginning of the twentieth century, focusing upon relationships between architectural styles and the changing social, economic, and technological factors that influenced American culture.

Mr. Forness

251 History of the Ancient Near East

Survey of the history of the Near East to 622 A.D., concentrating particularly on the major civilizations of Egypt and the Fertile Crescent, i.e., Sumer, Babylonia, and Assyria, as well as those of Crete, the Hittites, Persia, and the Indus Valley. Secondary attention will be given to ancient Near Eastern art and architecture, religion, and literature (in translation).

Mr. Bugbee

254 History of the Middle East under Arab Influence

Commencing with the career of Mohammed, deals with the history of the Middle East, North Africa, Spain and, to some extent, India under the impact of Islam. Emphasis will be placed upon the Arab Conquest and the early, formative centuries of Islamic civilization, as well as upon developments—especially under the influence of the West—since 1798. Secondary attention will be given to Islamic art and architecture, religion, literature, and philosophy.

Mr. Bugbee

300 Historical Method

A course designed for history majors which introduces the student to the techniques of historical investigation, deals with the nature of history, and examines the relation of history to other fields of study. It also surveys the history of historical writing. *Prerequisites:* Two courses in history.

Mr. Glatfelter

311, 312 Medieval Europe

A survey of the period from the breakdown of Roman institutions in the West to about 1050, with special emphasis on the role of the Church, the Carolingian age, the Viking invasions, the establishment of the German Empire, and the beginnings of the struggle between Empire and Papacy in 311. History 312 deals with the central theme of the rise of a distinct Medieval civilization and the emergence of the Western monarchies. Not offered every year.

Mr. Fick

313 Renaissance and Reformation

Beginning about 1300, treats the gradual decline of Medieval civilization, the major theme being the transition from "Medieval" to "Modern". It ends about the middle of the sixteenth century with the establishment of Protestantism and the strong movement of reform within the Roman Church. Not offered every year.

Mr. Fick

314 Age of Absolutism

Beginning with the sixteenth century wars of religion, continues with a study of the Habsburgs' failure to dominate Europe, the Thirty Years' War, the emergence of France to predominance, the development of the absolute state and "enlightened despotism," the rise of new powers by 1700, and economic, cultural, and social developments. Not offered every year.

Mr. Fick

315 Age of the French Revolution

Following a general survey of political, economic, social, and intellectual currents in Europe on the eve of the French Revolution considers developments in France and the rest of Europe between 1789 and 1815. Not offered every year.

Mr. Crapster

317 Europe 1848-1914: Nationalism, Industrialization, and Democracy

After a survey of European developments of 1815-48, studies the Revolutions of 1848, industrialization and urbanization, the unification of Germany and Italy, state-building and the development of democratic institutions, dissident movements, and international affairs leading to the First World War. Not offered every year.

Mr. Crapster

318 Europe and Two World Wars

Studies selected aspects of European history from the outbreak of the First World War in 1914 to the end of the Second World War in 1945.

Mr. Crapster

319 Europe Since 1945

Perspectives on Europe since 1945: reconstruction, nationalism, European integration, the American presence, the Cold War, the role of the state, with consideration of the reflection of these in culture and society.

Mr. Crapster

321 Modern China

A study of Chinese history since the Opium War of the nineteenth century, with emphasis on the Nationalist and Communist revolutions. Not offered every year.

Mr. Stemen

332 American Diplomatic History

The foreign relations of the United States since the American Revolution, with emphasis on the twentieth century.

Mr. Stemen

335, 336 American Social and Cultural History

Traces America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture. Beginning with the American Revolution, History 335 covers the period to the Civil War. History 336 continues from that period to the present. Not offered every year.

Mr. Forness

341 Colonial America

Commencing with the European background and the Age of Exploration before considering the settlement of North America, stresses political and constitutional developments to 1763, with attention to European rivalries, mercantilism, and attempts to achieve intercolonial unity. Colonial art, architecture and the American Indian are also discussed.

Mr. Bugbee

342 Age of the American Revolution

Begins with a review of colonial beginnings, followed by the French and Indian War, which set the stage for the disruption of the old British Empire. It traces the road to revolution and independence, the war itself, the Confederation experiment, and the impetus which led to the Federal Constitution of 1787. Political and constitutional developments are emphasized.

Mr. Bugbee

343 Jeffersonian-Jacksonian Era

Covering the period from the 1790's to the Mexican War, treats the development of American national life and sectional interests under such influences as Jefferson's agrarian republicanism and the new democratic movements of the Jacksonian period. Not offered every year.

Mr. Forness

345 Civil War

The trauma of America from the end of the Mexican War to Appomattox, moral judgments in history, political culture, economic interests, diplomacy, and war.

Mr. Boritt

346 Post-Civil War America

The study of an America attempting to reconstruct itself, from 1865 to the 1890's. The focus is on the short and long range effects of the Civil War.

Mr. Boritt

348 Early Twentieth Century America

Deals primarily with the major political, economic, and social developments in the United States from about 1900 to 1945. Some attention is given to the role of the United States in the world during this period.

Mr. Glatfelter

349 The United States Since 1945

Deals with the major political, economic, and social developments in the United States since 1945, and with the demands made upon the United States as a leading world power.

Mr. Glatfelter

Senior Research Seminars:**401 England in the 1880's**

Mr. Crapster

402 Tudor England

Mr. Fick

404 Founders of the United States

Mr. Bugbee

405 The U.S. in the 1890's

Mr. Glatfelter

407 Diplomacy of the Truman Administration

Mr. Stemen

409 European Diplomacy in the Age of the Baroque

Mr. Fick

410 Abraham Lincoln

Mr. Boritt

Individualized Study

An individual tutorial, research project, or internship requiring the permission of an instructor who will supervise the project. The instructor can supply a copy of the statement of departmental policy regarding grading and major credit for different types of projects. Either semester.

Staff

Interdepartmental Studies

Professor Pickering (*Chairperson*)

Adjunct Assistant Professors M. Baskerville,

J. Gemmill, and P. Hogan

Adjunct Instructor L. Lindeman

Lecturers Jones and Nordvall

The Committee on Interdepartmental Studies offers courses and coordinates specialized interdepartmental programs. The Committee bears responsibility for identifying and encouraging interest in Interdepartmental Studies courses and programs, such as Asian Studies, American Studies, and Medieval and Renaissance Studies. (See pages 100–102)

Among the opportunities for Interdepartmental Studies is the Special Major: a student, with the consent of two supervising faculty members from different departments, may design a coherent program of at least eight courses focusing on a particular issue or area not adequately included within a single department. It may be based on any grouping of courses drawn from any part of the curriculum so long as the proposed major is coherent, serves a carefully defined purpose, and includes at least six advanced courses. The Committee on Interdepartmental Studies has final responsibility for approving Special Majors. (See page 29).

By nature of their objectives and content, Interdepartmental Studies courses cross the lines of departments and specialized disciplines. For example, some of these courses attempt to provide the common body of knowledge traditionally associated with a liberal education; others attempt to integrate the understanding of different kinds of subject matter; and still others combine methodologies from diverse departments and disciplines. Most notably, the Senior Scholars' Seminar challenges an invited group of seniors, representing as many academic departments as possible, to apply their skills to the investigation of a problem which crosses the boundaries of and demands the methods of several disciplines.

100 Freshman Colloquy

Required seminar for all freshmen designed to strengthen reasoning, writing, and speaking skills. Using a multi-disciplinary theme as a focus, students will analyze readings, lectures, and other presentations through intensive writing and class discussion.

101, 102 Ideas and Institutions of Western Man

An introduction to the religious, political, and philosophical ideas and institutions that characterize Western Civilization. During the first term, students read selected documents ranging from the Bible and seminal Greek thinkers through Luther, Calvin, and other figures of the Sixteenth century Reformation. In the second term, readings range from documents illustrative of the Scientific Revolution of the Sixteenth and Seventeenth centuries through Darwin, Marx, Lenin, and Freud.

Mr. Baskerville

103, 104 Literary Foundations of Western Culture

A study of selected major literary achievements of Western culture regarded as philosophical, historical, and aesthetic documents including authors ranging from Homer and Plato through St. Augustine and Dante to Shakespeare, Milton, and Goethe. By means of reading and discussing complete works of literature the student is introduced to those humanistic skills that have traditionally distinguished the liberally educated person. Fulfills distribution requirement in literature.

Staff

111, 112 Ideas and Events Behind the Arts

An introductory study of the visual arts from prehistoric times to the nineteenth century. Class will examine reasons for changes in the content, form, and function of two- and three-dimensional art. Exercises in visual analysis of individual will develop critical methods. Fulfills distribution requirement in Art, Music, Creative Writing, or Theatre Arts.

Ms. Small

206 Byzantine Civilization

An introduction to the civilization which radiated from Constantinople, the capital of the Roman Empire from 330–1453 and a major link between eastern and western civilizations for 1,000 years. Its legacies include Roman Law, a controlled economy, the icon, church councils, military science, the bureaucracy, and classical learning. Fulfills a distribution requirement in history/philosophy/religion or history/philosophy.

Mr. Trone

211 Perspectives on Death and Dying

A study of death and dying from a variety of perspectives: psychological, medical, economic, legal, and theological. Dignity in dying, what happens after death, euthanasia, body disposal, and other such problems are examined. Fulfills distribution requirement in history/philosophy/religion or history/philosophy. May be counted in the eight-course requirement for a religion major.

Mr. Moore

213 Woman in the Ancient World

An investigation of the role/s of woman as reflected in the myths, legends, epics, law codes, customs, and historical records of the Sumerians, Babylonians, Egyptians, Hebrews, Greeks, and Romans. The relevance of some of this for contemporary roles and problems is also examined. Can be included in a religion major but cannot be counted in the eight-course requirement.

Mr. Moore

222 Romanesque to Gothic

A sampling of intellectual achievements in several categories, selected from the twelfth and fourteenth centuries. Focusing on six major literary works, the participants will examine representative patterns in music, art, science, and philosophy in order to investigate the Middle Ages as times of change as well as of strong continuity. Fulfills distribution requirement in literature.

Mr. Pickering

227, 228 Civilization of India

First course: cultural developments from Indus Valley Civilization to coming of Muslims, with emphasis on Buddhism, evolution of Hinduism, and their representation in art and literature; second course: historical factors underlying Hindu-Muslim antagonism as well as contemporary political and economic problems. Fulfills distribution requirement in history/philosophy/religion or history/philosophy and the distribution requirement in Non-Western culture. Alternate years. Offered 1986-87.

Ms. Gemmill

235 Introduction to African Literature

A survey in English of modern sub-Saharan African literature. After an introductory section on background and the oral tradition, the course will treat the primary themes of this writing, many of which bear the stamp of the colonial experience and its aftermath. Representative novels, plays, and poetry will be read and discussed for their artistic value and cultural insights. Short papers, mid-term and final examinations are required. Fulfills distribution requirement in literature and the distribution requirement in Non-Western culture. Alternate years. Offered 1985-86.

Mr. Michelman

237, 238 Literature of India

Study of major Indian literary works in transition. First course: Vedic hymns, major epics, Sanskrit drama, Gupta love poetry and political fables. Second course: Tamil epic and lyrics, devotional poetry, Islamic literature, the modern novel. Complete works are read from the standpoint of religion, history, and aesthetics, using criticism from Western and Indian sources. Fulfills distribution requirements in literature or in Non-Western culture. Alternate years. Offered 1985-86.

Ms. Gemmill

239 Architecture and Society in Nineteenth-Century America

(See listing under History department)

244 Introduction to American Folklore

An introduction to folkloric theory and method, followed by a survey of the various types of folklore in America: myths, tales, ballads, music, art, games, et cetera. The course evolves through lectures, discussion of readings, and student reports, culminating in each student investigating in some depth one aspect of American folklore. Alternate years. Offered 1986-87.

Mr. Locher

246 American Humor

A tracing of the American comic spirit from its purely literary and imported beginnings to its multi-media manifestations today, attempting to isolate its distinctively American characteristics. Its ties to society and politics will be stressed. In addition to reading and discussing assigned texts, each student will be asked to research, analyze, and report on one American creator of humor. Alternate years. Offered 1986-87.

Mr. Locher

250 Criminal Justice

Overview of the criminal justice system in the United States and role in that system of features such as police, attorneys, trials, and prisons. Major United States Supreme Court cases are read to illustrate the nature of legal reasoning and criminal justice problems. Not offered every year. Offered 1986-87.

Mr. Nordvall

301, 302 Literature of Modern Western Culture

Continues the study of major literary documents into the nineteenth and twentieth centuries. Novels, dramas, and short stories are discussed as artistic structures and are seen in their relationship to modern culture. Representative writers include the French and Russian realists, James, Joyce, Kafka, Mann, Camus, Albee, and Dickey. Fulfills distribution requirement in literature.

Mr. Loose

312 Theology and Literature

Critical reading of representative theological writings and novels of the Modern Period to bring into focus dominant religious ideas influencing Western culture since 1800. Theologians and novelists include Kierkegaard, Dostoyevsky, R. Niebuhr, Conrad, Faulkner, Tillich, Camus, Wieman, West, and Hemingway. Fulfills distribution requirements in literature or in history, philosophy, or religion; can be counted in the eight-course requirement for a religion major.

Mr. Loose

320 Human Sexual Behavior

Discussion of biosexual, sociosexual, and psychosexual development in a cultural-behavioral setting. Resources from a variety of disciplines will be discussed as they relate to the present day social-sexual milieu. Seminar format. In-depth research investigation required.

Mr. Jones

401 Senior Scholars' Seminar: The Future of Humanity

Seminar for selected senior students addressing an important contemporary issue affecting the future of humanity. The approach to this issue is multi-disciplinary. Authorities of national stature are invited to serve as resource persons, and a final report is published by the seminar participants. The seminar carries credit for two courses and must be taken in the fall semester. Interested students should consult page 36 of this catalogue for admission criteria.

451 Individualized Study: Tutorial in Interdepartmental Studies

461 Individualized Study: Research in Interdepartmental Studies

Special Interdepartmental Programs

Asian Studies

Gettysburg College offers a number of courses for students wishing a sound introduction to Asian culture as part of the liberal arts curriculum. Each Asian Studies course fulfills some distribution requirement. These courses are presented by members of various departments, persons with interests and competence in Asian Studies. A student may construct a Special Major with concentration in Asian Studies. Students wishing to prepare for advanced work in Asian Studies will be interested in the following course combinations supplemented by off-campus Language and Area Study programs to which the College has access:

1. An introduction to South Asia including Civilization of India and religions of South Asia.
2. An introduction to East Asia including History of East Asia and such courses as Religions of East Asia and West Asia and Modern China.
3. The Consortium exchange program by which students may take selected courses dealing with East Asia or South Asia at Dickinson or Franklin & Marshall Colleges.
4. Any two-term sequence of courses in Asian Studies taken at Gettysburg followed by an intensive senior year of work in an Asian language and area courses at the University of Pennsylvania.

5. An arrangement whereby students may study in India for academic credit through programs offered by Associated Colleges of the Midwest and the University of Wisconsin (summer plus a full year) or the School for International Studies and the University of Virginia (one semester). Interested students should consult Dr. Janet Gemmill, Adjunct Assistant Professor of Interdepartmental Studies, for further information.

Asian Studies Courses

IDS 227, 228 Civilization of India
IDS 237, 238 Literature of India
History 221, 222 History of East Asia
History 223 United States Relations with East Asia
History 224 Chinese Thought and Culture
History 321 Modern China
Religion 241 The Religions of South Asia
Religion 242 The Religions of East Asia and West Asia

American Studies

Gettysburg College offers a variety of courses analyzing American life and thought, thereby providing students with many opportunities for creating Special Majors in American Studies. Such majors may emphasize behavioral analyses, historical perspectives, literary and artistic dimensions, or coherent combinations of such approaches as they are reflected in courses from several departments. For example, Special Majors could be designed in the areas of early American culture, modern American social stratification, ethnicity, or the religious and economic values of the American people. Students should seek assistance in planning an American Studies Special Major from faculty members who teach courses in these areas or from the Committee on Interdepartmental Studies.

Course offerings suitable for Special Majors in American Studies are found under many departmental listings.

Medieval and Renaissance Studies

Through the curricular offerings of eight academic departments and the Interdepartmental Studies Program, the College makes available a wide range of courses that deal with the civilization and culture of the Medieval and Renaissance eras. Those eras laid the foundations for many modern ideas and values in the fields of literature, history, religion, political theory, music, art, science, technology, commerce, mathematics, and law. For many students concerned with a more realistic understanding of the rich heritage derived from the Medieval and Renaissance world, the vitality and creative energy of those eras hold a special fascination and add new dimensions for comprehending contemporary issues.

Faculty members teaching courses in these areas are associated in the Council on Medieval and Renaissance Studies in order to facilitate scholarship and course development, to provide a forum for the discussion and promotion of ideas and common interests, to encourage Special Majors, and to sponsor visits by students and faculty to museums and cultural centers in New York, Philadelphia, Baltimore, and Washington. Special majors in this area might deal with the medieval church and the arts, medieval literature and philosophy, or the ideological and institutional revolutions of the Renaissance. Students should seek assistance in planning such Special Majors through the Council on Medieval and Renaissance Studies, Professor George H. Fick, History Department, Director.

Medieval and Renaissance Studies Courses

Art 111 Ideas and Events Behind the Arts
 Classics: Latin 306 St. Augustine
 English 209 History of the English Language
 English 331 Mediaeval Literature
 English 334 Renaissance Literature
 English 362 Chaucer
 English 365, 366 Shakespeare
 English: Theatre Arts 203 History of the Theatre
 French 305 History of French Literature: Middle Ages to 1789
 History 203 History of England to 1714
 History 311, 312 Medieval Europe
 History 313 Renaissance and Reformation
 IDS 101 Ideas and Institutions of Western Man
 IDS 103, 104 Literary Foundations of Western Culture
 IDS 206 Byzantine Civilization
 IDS 222 Romanesque to Gothic
 Music 312 History of Medieval, Renaissance, and Baroque Music
 Philosophy 203 Classical Greek and Roman Philosophy
 Philosophy 204 Medieval and Early Modern Philosophy
 Religion 121 Church History: to the Eighth Century
 Religion 122 History of the Medieval Church
 Religion 227 "Monks, Nuns, and Friars"
 Spanish 310 Spanish Civilization

Peace, War, and World Order Studies

Gettysburg College offers a concentration of courses in Peace, War, and World Order Studies through the course offerings of several departments. A special major in Peace and World Order Studies would emphasize such areas of study as global interdependence, historical perspectives on peace and war, ethical issues of war and peace, the dynamics of global problems such as hunger, poverty, and human rights abuse, mechanisms for resolving global problems peacefully, and systems of international law and organization.

Students who elect this special major would enroll in their senior year in IDS 461, Individualized Research, in order to synthesize the work of the other courses in their special major and to pursue a research interest such as Conflict Resolution, Global Ecology, the Psychology or Sociology of War, or World Organizations. Interested students should contact any member of the Committee on Interdepartmental Studies.

Peace, War, and World Order Studies Courses

Political Science	103 Global Politics
	245 World Order
	263 The Politics of Developing Areas
	341 International Political Economy
	344 U. S. Defense Policy
Economics	324 Comparative Economic Systems
	336 International Economics
	338 Economic Development
History	237 War and American Society
	318 Europe and Two World Wars
	319 Europe Since 1945
	345 The United States Since 1945
Classics	121 Greek Civilization
Philosophy	105 Contemporary Moral Problems
Psychology	221 Basic Dynamics of Personality
	225 Developmental Psychology
Sociology and Anthropology	203 Population
	220 World Culture
	221 World Urbanization

Latin—See Classics

Management

Professor Rosenbach (*Chairperson*)
Associate Professor Baird
Assistant Professor Jacobson
Instructors Fuglister, Hays, Lewis
Adjunct Assistant Professor J.M. Railing
Adjunct Instructors Kerr, Patnode, Robert

Overview

The Department of Management of Gettysburg College provides a distinctive curriculum designed to engender understanding of the role of management in a variety of organizational settings: public, private, local, national, and international. In order to develop the breadth of understanding appropriate for a liberal education, the curriculum is integrative. The curriculum incorporates the historical and social contexts within which managerial decisions are made and brings into clear focus the moral and ethical dimensions of such decisions. Students thus are encouraged and equipped to become informed decision-makers who employ carefully considered values and the aesthetic and intuitive components of leadership as well as the relevant analytic and technical skills. Most importantly, the curriculum and the manner in which it is taught foster the qualities of critical, creative thinking; the entrepreneurial disposition to be intellectually bold, independent, and innovative; the zest for life-long learning; and the values so important to vital and socially responsible management in our public and private enterprises.

The Department offers a major in management, with three areas of concentration: entrepreneurship, human resources, and accounting and finance. In addition to its liberal arts objectives, the Department's curriculum is designed to meet the needs of students who intend to enter graduate professional schools in business administration and related areas, or to pursue a career in public or private enterprises.

It should be noted that the Department reserves the right to limit the number of majors in management in accordance with available resources. If such a limit is imposed, students will be selected by the Department on the basis of academic performance and other relevant factors.

Requirements and Recommendations

Majors in management are required to complete seven core courses plus a minimum of four courses in one of the three areas of concentration. The seven core courses are as follows: Economics 101-102, Management 153, Management 241, Management 247, Management 266 and Management 400. Each student majoring in management will also be required to take at least four courses in one of three areas of concentration: entrepreneurship, human resources, or accounting and finance.

This program applies to students entering the Fall of 1985. Previously enrolled students have the option of completing this Program or the Program that immediately preceded it.

Students anticipating a management major are encouraged to take Economics 101-102 during the freshman year. In addition, management majors are required to demonstrate proficiency in mathematics by successfully completing Mathematics 117 or its equivalent. The mathematics requirement should also be completed during the freshman year.

In order to qualify for Departmental Honors in Management, a student must 1) satisfactorily complete Management 400 during the senior year, and 2) have earned an acceptable overall and departmental grade point average.

The department offers a management internship (Management 473) for selected management majors entering their senior year. The internship is comprised of an employment experience completed during the summer between their junior and senior year, and an academic component completed during fall semester of the senior year. One course credit is awarded for successful completion of the internship.

Additional information regarding the Department of Management is contained in the *Department of Management Handbook*. All majors and potential majors are urged to obtain a copy of this booklet.

Management

241 Statistical Methods

The nomenclature of descriptive statistics, probabilities using the normal binomial, Poisson distributions, the Chebycheff inequality, Chi-square, sampling, hypothesis testing, linear regression, and correlation. *Prerequisites:* Economics 101-102 and Mathematics 117 or the equivalent.

247 Management Information Systems

Integrative systems of people and machines for providing information to support the operations, management, and decision-making functions in an organization. The course examines gathering, storing, transmitting, and manipulating data to provide timely, accurate, and useable information. *Prerequisite:* Economics 101-102.

266 Management and Organization

The decision-making process concerned with the planning, staffing, leading and controlling the affairs of organizations in the public and private sectors, including profit making as well as not-for-profit. (Formerly Business 366) *Prerequisite:* Economics 101-102.

267 Business Finance

Introduction to the principles and practices involved in the acquisition and administration of funds. Emphasis is placed on financial planning, asset management, and sources and costs of capital. (Formerly Business 367) *Prerequisites:* Economics 101-102 and Management 153 and 266.

270 Organizational Behavior

Theory of behavioral science applied to the organization with emphasis on the interaction of the individual and the organization. Topics range from individual attitudes and behavior to organizational change. *Prerequisite:* Management 266.

360 Organizational Ethics

Ethical restraints on organizational decisions. This course will explore these restraints and try to clarify their place in and their effects on the decision-making process. The class may employ the case study method as appropriate. *Prerequisite:* Management 266.

361 Marketing Management

Study of the place of marketing in the world of business; the marketing concept; understanding consumer buying behavior; marketing planning and product policy; sales management; distribution strategy; current problems, influences, and pressures on marketing. Marketing case studies are analyzed and discussed. *Prerequisite:* Economics 101-102.

363 Business Law

Law of torts, crimes, contracts, and sale of goods as well as how law affects managerial decision-making. Historical development of law is briefly examined.

365 Human Resources Management

Major principles of human resources management from the perspectives of both organizational demands and individual interests as well as from a functional and line management point of view. This will be accomplished through the study and application of theoretical concepts relating to staffing, employee performance, compensation, labor relations, training and development, as well as several special topics of current importance. *Prerequisite:* Management 266.

368 Investments

Investment practices, the risks of investment and the selection of appropriate investment media for individuals, firms and institutions. Theories and techniques for maximizing investment portfolio performance are studied. Emphasis is placed on analysis and selection of securities, portfolio management, and the operation of securities markets. *Prerequisite:* Management 267 or permission of instructor.

371 Financial Intermediaries

Functions and portfolios of financial intermediaries. Sectoral demand and supply of funds, nature and role of interest rates, term structure and forecasting, impact of inflation and regulation on financial markets, and current developments in the financial system are studied. Also covered are political, social and ethical implications of the operation of capital markets. *Prerequisite:* Management 267.

381 Small Business Management

Study and critical analysis of the principles and procedures for establishing, developing and managing a small business. The relevant differences between large and small business management are examined. Attention is given to the personal attributes needed for successful entrepreneurship. *Prerequisites:* Economics 101-102, Management 153, Management 266, Management 361.

385 International Management

Identification, analysis, and evaluation of managerial functions and issues in the context of an international organization with emphasis on problems of adapting to different cultural, legal, political, economic, and geographic environments. *Prerequisite:* Management 266.

386 International Finance

The financing of international trade. Topics covered include financial planning and capital budgeting in an international context, financial risk, and issues in international taxation. *Prerequisite:* Management 267.

400 Policy and Strategy

Integrative capstone course focusing on application of theories to understanding and analysis of strategy formulation and implementation. Case studies will be used to develop analytic skills. *Prerequisite:* Senior Status.

473 Internship

A minimum of six weeks of on-site participation in management with a public or private enterprise. A student wishing to pursue an internship must submit an acceptable proposal to the Management Internship Committee during spring semester of the junior year. *Prerequisites:* Junior management major with a minimum 2.0 overall and departmental grade point average.

Accounting Related Courses

153 Financial Accounting

Study of the basic principles, concepts and problems in recording, summarizing, reporting, and analyzing financial data. Emphasis placed on reports used by decision makers both inside and outside the firm.

154 Managerial Accounting

Study of accounting concepts for planning, control, motivation, reporting, and evaluation by management of the firm. *Prerequisite:* Management 153.

253-254 Intermediate Accounting

Continued and more intensive study of the principles, concepts and theories prevalent in accounting. Emphasis is on literature and pronouncements of professional accounting groups and regulatory agencies. *Prerequisite:* Management 153-154.

353 Cost Accounting

Concepts of cost accumulation and cost analysis for decision making in manufacturing concerns. The same concepts are also applicable to other organizations. *Prerequisite:* Management 153-154.

355 Auditing

Introduction to the objectives, concepts, analysis, and procedures underlying the review of financial reports prepared by organizations. Emphasis is placed on the analysis of internal control and the auditor's ethical and legal responsibility. *Prerequisite:* Management 253-254.

356 Federal Taxes

Fundamentals of Federal tax regulations, relationship to accounting principles, and application of regulations through research and reporting. *Prerequisite:* Management 153-154.

357 Not-for-Profit Accounting

Accounting, budgetary financial control, and evaluation procedures for governmental and not-for-profit organizations. Emphasis is placed on the basic differences between commercial and not-for-profit accounting and on managerial uses of information generated by the accounting system. *Prerequisite:* Management 153-154 or permission of instructor.

Individualized Study

Topics of an advanced nature pursued by well-qualified students through individual reading and research, under the supervision of a member of the Department's faculty. A student wishing to pursue independent study must present a proposal at least one month before the end of the semester preceding the semester in which the independent study is to be undertaken. *Prerequisite:* Permission of the supervising faculty member and the Department Chairperson.

Mathematics

Professors Fryling and Holder (*Chairperson*)

Associate Professors Flesner, Kellett, and Leinbach

Assistant Professors Magness and Wijesinha

Adjunct Professor Stright

Adjunct Instructor Y. Niiri

Overview

A knowledge of mathematics is an essential part of what is meant by a liberally educated person. Mathematics is both an art and a science. It possesses an inherent beauty and exhibits a precision and purity of expression not found to the same degree in any other discipline. Beyond its intrinsic value, mathematics is indispensable in both the physical and social sciences and is occupying a position of increasing importance in many other fields. The computer has played a major role in this broadening use of mathematical methods. The computer also has impacted mathematics itself in fundamental ways. It is important, therefore, that all mathematics majors as well as other students who will apply mathematics learn how to use this powerful problem solving tool.

The mathematics curriculum provides a foundation for students who will specialize in mathematics or in fields which utilize mathematics. By a careful selection of courses a student can prepare for graduate study in mathematics, for secondary school teaching, or for a career in a mathematically related field. The curriculum also provides courses appropriate for liberal arts students who wish to gain an appreciation of mathematics.

Requirements and Recommendations

All majors must complete the following basic core of courses.

THE CORE PROGRAM

Math 111-112: Calculus of a Single Variable

Math 211: Multivariable Calculus

Math 212: Linear Algebra

Math 321: Analysis I

Math 331: Abstract Algebra I

Advanced placement in the calculus sequence Math 111-112, 211 is possible for those who have scored sufficiently high on the Advanced Placement Examination. Such placement will be determined by the department chairperson in accordance with College policy (see page 145).

In addition to taking the core program, all majors will select one of the following areas of concentration and complete the courses specified.

AREA OF CONCENTRATION

Computer Studies—Math 366, 371, Computer Studies 211, 216, and two 300-level Computer Studies courses.

Management Science—Math 351-352, 362, Econ 351, 352, plus one course chosen from Math 356, 358.

Physical Science—Math 363, 364, 366, two courses chosen from Chem 305, 306, Phys 311, 312, 319, 330, plus one additional 300-level mathematics course.

Probability & Statistics—Math 351-352, 356, 358, and two additional 300-level mathematics courses.

Pure Mathematics—Math 322 or 332, 363, 343 or 364, plus three other 300-level mathematics courses.

Secondary Teaching—Math 343, 351, Ed. 304, plus two other 300-level mathematics courses.

Student Designed Concentration—With the approval of the Mathematics Department a student may follow an individually designed concentration, which must contain six courses at least four of which must be 300-level mathematics courses.

COMPUTING REQUIREMENT

All mathematics majors must complete Computer Studies 105 or 211 no later than the end of the sophomore year.

A minor in mathematics consists of six mathematics courses, including 211, 212, and at least two 300-level courses.

101 College Algebra

Review of basic algebraic concepts as well as more advanced topics, including the notion of a function; linear, quadratic, polynomial, rational, exponential, and logarithmic functions; systems of equations. Applications will be drawn from a wide variety of fields. Credit may not be granted for both Mathematics 101 and 110.

Staff

107 Applied Statistics

Designed for students in the Biological and Social Sciences. Topics include descriptive statistics, fundamentals of probability theory, hypothesis testing, correlation, regression, and analysis of variance. An important aspect of the course is the use of a statistical package on the computer. Credit may not be granted for both Mathematics 107 and Economics 241. Four lecture hours per week.

Staff

108 Applied Calculus

Designed for students in the Biological and Social Sciences. The major concepts of this course include differentiation and integration of algebraic, logarithmic, and exponential functions. Applications appropriate to the disciplines cited above will be emphasized. Credit may not be granted for more than one of the following courses: Mathematics 108, 111, 117. *Prerequisite:* Proficiency in algebra at the level of Mathematics 101.

Staff

110 Precalculus

Preparation for the study of calculus. Includes topics from algebra, trigonometry, and analytic geometry. The function approach will be emphasized. Four lecture hours per week.

Staff

111-112 Calculus of a Single Variable

Differential and integral calculus of one real variable. Topics include introduction to limits, continuity, the derivative, the definite integral, sequences, series, and elementary differential equations. Both theory and applications are stressed. No prior experience with calculus or computing is assumed. Four lecture hours each week. Credit may not be granted for more than one of the following courses: Mathematics 108, 111, 117. *Prerequisite:* Proficiency in precalculus mathematics at the level of Mathematics 110.

Staff

117-118 Calculus and Matrix Algebra

Aspects of calculus and matrix algebra which are most important in economics and business administration. Both single and multivariable calculus will be studied, with particular emphasis placed on maximization and minimization problems with constraints for functions of one and several variables. Additional topics will be selected from differential and difference equations, and linear programming. Credit may not be granted for more than one of the following courses: Mathematics 108, 111, 117. *Prerequisites:* Proficiency in algebra at the level of Mathematics 101 and Economics 101 or concurrent registration.

Staff

180 Basic Concepts of Elementary Mathematics

Designed for future elementary teachers who are sophomores and above and have been approved for admittance into the program for elementary certification. Topics include the number system, different bases, number line, use of sets, principles of arithmetic, introduction to geometry and algebra.

Mr. J. T. Held

211 Multivariable Calculus

Vectors, vector functions, function of several variables, partial differentiation, optimization, multiple integration, transformation of coordinates, line and surface integrals, Green's and Stoke's theorems. *Prerequisite:* Mathematics 112. Four lecture hours per week.

Staff

212 Linear Algebra

Systems of linear equations, algebra of matrices, determinants, abstract vector spaces, linear transformation, eigenvalues, and quadratic forms. Selected applications of computer projects in linear algebra are included. *Prerequisite:* Mathematics 112 or permission of instructor. Four lecture hours per week.

Staff

321-322 Analysis I, II

Provides both a rigorous treatment of concepts studied in elementary calculus and an introduction to more advanced topics in analysis. Among the topics studied are: elements of logic and set theory, properties of real numbers, elements of metric space topology, continuity, the derivative, the Riemann integral, sequences and series, uniform convergence, functions of several variables. *Prerequisite:* Mathematics 211. Mathematics 322 offered in alternate years. Offered 1985-86.

Mr. Holder

331-332 Abstract Algebra I, II

A study of the basic structures of modern abstract algebra, including groups, rings, fields, and vector spaces. *Prerequisite:* Mathematics 212. Mathematics 332 offered in alternate years. Offered 1986-87.

Messrs. Flesner and Kellett

343 Topics in Geometry

A brief introduction to the history of the development of geometries from Euclid to the present, with emphasis on the significance of non-Euclidean geometries. Topics from projective geometry and its subgeometries, from affine to Euclidean. Alternate years. Offered 1986-87. *Prerequisite:* Mathematics 212.

Mr. Flesner

351-352 Mathematical Statistics and Probability

Probability, frequency distributions, sampling theory, testing hypotheses, estimation, correlation and regression, small sample distributions, and applications. *Prerequisites:* Mathematics 211, 212.

Mr. Fryling and Ms. Magness

356 Statistical Decision Theory

An introduction to applied decision theory using Bayesian statistics. Topics will include decision rules, risk, the likelihood principle, utility and loss, prior information and subjective probability, Bayesian analysis, and game theory. *Prerequisite:* Mathematics 351 or Economics 241. Alternate years. Offered 1986-87.

Ms. Magness

358 Stochastic Processes

Includes the principles of probability, both for discrete and continuous distributions. The Poisson and exponential distributions will be emphasized with applications to birth-death and queueing processes. Other topics included are Markov chains, random walks, and Gaussian processes. *Prerequisite:* Mathematics 351. Alternate years. Offered 1985-86.

Mr. Fryling

362 Introduction to Operations Research

A study of techniques and tools used in mathematical models applied to the biological, management, and social sciences. Topics selected from the following: optimization, game theory, linear and non-linear programming, dynamic programming, transportation problems, and network analysis. The computer will be used extensively. *Prerequisites:* Mathematics 211 and 212, or 118, and CS 105. Alternate years. Offered 1986-87.

Messrs. Kellett and Leinbach

363 Differential Equations and Special Functions

First order ordinary differential equations, linear differential equations of first and second order, series solutions, Fourier series and integrals, partial differential equations of physics, Legendre polynomials, Bessel functions. *Prerequisites:* Mathematics 211, 212.

Mr. Mar

364 Complex Variables

Analytic functions, conformal mapping, complex integrals, Laurent series, theory of residues, potential theory. *Prerequisites:* Mathematics 211, 212.

Messrs. Holder and Magness

366 Numerical Analysis

Numerical techniques of solving applied mathematical problems. A heavy emphasis is placed on the interrelationship with these techniques and the digital computer. Topics to be covered are numerical solutions of systems of equations, the eigenvalue problem, interpolation and approximation, and numerical solutions to differential equations. Although emphasis is placed on the numerical techniques, consideration will also be given to computational efficiency and error analysis. *Prerequisites:* Mathematics 211, 212. Alternate years. Offered 1985-86.

Mr. Leinbach and Ms. Magness

371 Discrete Mathematical Structures

A study of the mathematical structures used in computer science as well as in many other contemporary applications of mathematics involving finite and countably infinite sets. Topics will include sets, relations, algebraic systems, graphs, formal systems, and combinatorics.

Prerequisite: Mathematics 212. Alternate years. Offered 1985-86.

Mr. Leinbach

381, 382 Selected Topics

A study of some advanced phase of mathematics not otherwise in the curriculum. The subject matter and the frequency of offering the course will be dependent on student interest. Some possible areas for study are: point set topology, combinatorics, graph theory, partial differential equations, differential geometry, complex variables, and number theory. *Prerequisite:* Permission of instructor.

Staff

Individualized Study

Pursuit of topics of an advanced nature by well qualified students through individual reading, under the supervision of staff members. *Prerequisite:* Permission of the department chairperson.

Staff

Military Science

Army ROTC: Military Science

Professor Riley (*Chairperson*)

Assistant Professors Hartman, Lamneck, and Smith

Assistant Instructors Barry, Holmes, Purnsley, and Ramirez

Overview

The Department of Military Science offers courses which develop a student's ability to organize, motivate, and lead others.

The freshman and sophomore years of military science are referred to as the Basic Course. There is no military obligation connected with enrollment in the courses offered. Completion of the Basic Course or credit for the Basic Course is required for entrance into the Advanced Course.

The junior and senior years of military science are referred to as the Advanced Course. Men and women enrolled in this course agree to a military service obligation. The active duty obligation is normally 3 years but can be as little as 3 months. This obligation should be investigated on an individual basis with a Military Science Department instructor. Students enrolled in the Advanced Course receive \$100.00 per month during the school year.

Advanced Course graduates are commissioned Second Lieutenants in the US Army, the Army Reserve, or the Army National Guard. In addition, Advanced Course graduates may also obtain educational delays from active duty for graduate studies.

The Military Science program offers a 4-year and a 2-year program for commissioning:

a. The 4-year program—

1. A college freshman enters the ROTC program during the fall semester of the freshman year and continues in the program through the senior year.

2. A freshman or sophomore may enter the program either during the second semester, freshman year or the first semester, sophomore year, and through compression of the military science courses, be eligible to enter the Advanced Course at the beginning of the junior year.

b. The 2-year program—

1. Successful completion of a six-week Basic Camp during the summer between sophomore and junior years can qualify individuals for placement in the Advanced Course at the beginning of the junior year.

2. Veterans and those who have received military training in high school, in college ROTC, or at a service school may be granted credit for the military science Basic Course and be eligible to enter the Advanced Course.

ROTC scholarships are offered on a competitive basis. Eligible students may apply for one, two or three-year scholarships which pay full tuition and textbook expenses plus \$100.00 per month.

Requirements and Recommendations

MS 101, 102, 201, and 202 are open to all freshmen and sophomores and incur no military obligation. MS 301, 302, 311, and 312 are open to those junior and senior students who have entered the Advanced Course and are seeking a commission in the US Army. These courses should be taken in sequence. Interested juniors and seniors not seeking a commission may enroll in the 300 level courses with the permission of the Department Chairperson.

101 Introduction to Military Science

Study of the organization of the Army and ROTC, the military as a profession, customs and courtesies of the service, a survey of the U.S. defense establishment, and introduction to leadership through practical exercises.

¼ Course Credit

102 American Military History—Principles of War.

Study of the Principles of War as they were employed by the developing American military forces throughout our national history. Emphasis will be placed on the correct application of these principles by today's Army.

¼ Course Credit

201 Orienteering

Study of the art of finding your way with map and compass across unknown terrain to a preselected destination. Skills involved in reading symbols on a topographic map and use of the compass will be developed. Practical application exercises will be used to enhance skills. Meets distribution requirement in Health and Physical Education in Group III Recreational Skills.

¼ Course Credit

202 Wilderness Survival

Study of basic skills and techniques which are required to insure survival in a wilderness environment. Emphasis will be placed on practical application experiences. Meets distribution requirement in Health and Physical Education in Group III Recreational Skills.

¼ Course Credit

301 Advanced Military Science I

Study of the principles of leadership and their application in both a military and non-military environment. The principles of personnel and equipment management are also studied.

1 Course Credit

302 Advanced Military Science II

Study of military operations involving various elements of the army, to include small unit tactics. The student learns through practical exercises the basic principles of handling tactical units in combat.

1 Course Credit

311 Advanced Military Science III

Seminar-lecture with primary emphasis on military justice, staff organization, personnel and administration, and the Law of Land Warfare.

1 Course Credit

312 Advanced Military Science IV

Seminar-lecture primarily designed to prepare the student for commissioning. Military problem solving techniques, speaking and writing skills, and current military issues are addressed. The obligations and responsibilities of an Army officer are also stressed.

1 Course Credit

Leadership Laboratory

All ROTC cadets participate in a professional development laboratory each Tuesday afternoon at 4 pm. This laboratory period is designed to provide an understanding of the fundamental concepts and principles of Military Science and an opportunity to develop leadership and management potential. Students will develop skills in Mountaineering, Survival, and Orienteering. All advanced course and scholarship cadets are required to attend one weekend of training per semester. This training is optional for basic course students.

Music

Professor Weikel
Associate Professors Belt, Finstad, Getz, Nunamaker,
and Zellner (*Chairperson*)
Assistant Professors Matsinko and Speck
Adjunct Instructors Stover and Wastler
Adjunct Assistant Professor T. Bowers

Overview

The Music Department endeavors to introduce students to the historical significance of Western Music so that they have an understanding of their musical heritage and some knowledge of current musical trends. Supporting this historical knowledge is acquaintance by students with the basic elements of music (harmony, counterpoint, and form) and discovery of their own abilities through direct contact with, and creative manipulation of, such material. The music curriculum also involves the student in an intensive study of applied music. This encompasses two aspects: individual and group (or ensemble) experience. In the practice room, studio, and recital hall the student has an opportunity to refine the techniques for musical performance. In the ensemble the individual must work within a larger social context to achieve a common musical goal. The program also provides courses for the student who plans to enter the field of music education. These offerings are based on competencies prescribed by the Pennsylvania Department of Education. The Music Department offers programs leading to a Bachelor of Arts degree with a major in music and a Bachelor of Science degree with a major in music education.

Also available is a minor in music and a B.A. major in music within the elementary education certification program.

Requirements and Recommendations

The Department requires an audition of all candidates proposing to major in music or music education. Appointments for such auditions should be made through the College Admissions Office. Requirements for a major in music leading to a Bachelor of Arts degree consist of twelve full courses (Music 141, 142, 241, 242, 341, 342, 312, 313, 314, 205, 206, and 456) plus seven quarter-courses in the student's major applied area. The major must also participate for four years in an authorized ensemble and present a recital in the senior year.

Music majors in the elementary education program must meet the same requirements as the B.A. candidate with the exception of courses 341 and 342.

The successful completion of the program leading to the Bachelor of Science degree in music education (see page 41) satisfies the Certification requirements for teaching music in elementary and secondary schools.

Distribution Requirements

The distribution requirement in art, music, creative writing, and theatre arts may be fulfilled by one of the following: Music 101, 103, 104, 105, 107, 109, 312, 313, and 314.

Performing Ensembles

All College students are eligible to audition for College Choir, Chapel Choir, Band, and Orchestra. Band members are eligible to audition for Jazz Ensemble, Brass Ensemble, Percussion Ensemble, and Clarinet Choir. Music majors and choir members are eligible to audition for the Chamber Choir. Auditions for all groups are held at the beginning of the school year or at other times by appointment.

101 Introduction to Music Listening

A consideration of the principal music forms against the background of the other arts. Intensive listening is an essential part of the course. Repeated spring term.

Messrs. Belt and Speck

103 The Symphony

The standard symphonic repertoire presented through listening. Attention will be given to stylistic changes in that music from the classic to the romantic and contemporary periods.

Mr. Belt

104 Opera

Study of standard operatic works. These are listened to and discussed as examples of drama and music.

Mr. Finstad

105 Introduction to Contemporary Music

Study of the major trends in twentieth century music with emphasis on the music of Debussy, Stravinsky, Schoenberg, Bartok, and the Avant Garde composers. This course is designed for students with some musical background.

Messrs. Belt and Speck

107 Music of the Romantic Era

Study of the philosophical background for nineteenth century music and its stylistic features. Extensive listening will be done in the areas of orchestral, vocal, and chamber music.

Mr. Nunamaker

109 Baroque Music

Study of Baroque music with some emphasis on stylistic comparisons with Baroque art and architecture. Included will be a brief background of the classical style of the Renaissance as a basis for contrast to the romantic style of the Baroque.

Mr. Belt

141 Theory I

Fundamentals of basic theory, notation, and nomenclature; introduction to writing skills; basic analytic technique; melodic analysis; correlated sight-singing and aural perception skills.

Mr. Getz

142 Theory II

Continuation of writing skills; analysis and writing of chorales; correlated sight singing and aural perception skills; keyboard harmony.

Messrs. Getz and Weikel

241 Theory III

Study of the common practice period; extensive written and analytic projects; study of musical structure through small forms; correlated sight singing and aural perception skills.

Mr. Weikel

242 Theory IV

Study of late romanticism to the present day by means of analytic and written projects. Correlated sight-singing, aural perception skills, and keyboard harmony are included.

Mr. Weikel

341 Theory V

Study of the capabilities and limitations of the standard wind, string, and percussion instruments. Included is score study, transposition and emphasis on applied orchestration projects for laboratory performance and critique.

Mr. Speck

342 Theory VI

Study of the structural organization of music. Included will be the analysis of the larger forms of composition drawn from the standard literature of the eighteenth to twentieth centuries.

Mr. Weikel

205 Choral Conducting

Development of a basic conducting technique. Emphasis is placed upon the choral idiom including vocal problems and tonal development, diction, rehearsal procedures, interpretation, and suitable repertoire for school, church, and community.

Mr. Getz

206 Instrumental Conducting

Continued development of conducting skills and score. This involves interpretation, musical styles, balance, intonation, rehearsal procedures, and suitable repertoire for large and small ensembles.

Mr. Zellner

303 Sixteenth-Century Counterpoint

Introduction to the contrapuntal technique of the sixteenth century through the study of plainsong and early motets. Composition in the small forms is a part of the course. Offered on demand.

Mr. Weikel

304 Eighteenth-Century Counterpoint

Introduction to the contrapuntal style of the eighteenth century and an analysis of the baroque forms with attention to linear motion and fundamental harmonic progression. Composition in the various forms is required.

Mr. Weikel

312 History of Medieval, Renaissance, and Baroque Music

Study of the major forms and styles of music and composers from the pre-Christian era through the eighteenth century. Extensive use of musical examples and recordings is included.

Mr. Nunamaker

313 Music in Classic and Romantic Periods

Study of the principal stylistic tendencies of the periods music from 1740 to c. 1900. Extensive listening to, and examination of, illustrative materials is an essential part of this course.

Mr. Nunamaker

314 Music in the Twentieth Century

Study of the principal stylistic tendencies of music as well as developments in experimental music from c. 1900 to the present with examination of the works of representative composers.

Mr. Nunamaker

320 Principles and Procedures of Teaching Music in the Elementary School

Study of the methods and materials of teaching music in the elementary grades. Various approaches to guiding pupils in perception of, reaction to, and evaluation of music experience are included.

Mr. Finstad

321 Principles and Procedures of Teaching Music in the Secondary School

Study and evaluation of methods, materials, and techniques relative to music classes and performance groups with a development of a personal philosophy of music education.

Mr. Getz

474 Student Teaching

Teaching in public schools in cooperation with, and under the supervision of, experienced teachers. Individual conferences and seminars with the College supervisor and supervising teacher are required. Offered in spring term only.

Three Course Unit

Mr. Getz

Individualized Study

Prerequisite: Approval of department and directing faculty member.

Applied Music

The Department offers instruction in voice, piano, organ, and the standard band and orchestral instruments. The repertoire is adapted to the student's ability. One quarter-course credit is given for one half-hour private lesson per week, per term. Some piano and voice instruction may be in group classes.

Students majoring in music who are candidates for the Bachelor of Arts degree may take up to eight quarter-courses of private instruction, and those who are candidates for the degree of Bachelor of Science in Music Education may take up to 12 quarter-courses of private instruction at no additional cost beyond the comprehensive fee.

The Department also sponsors various music organizations, including the College Choir, Chapel Choir, Band, and Orchestra. All college students are eligible to audition for any of these, either at the beginning of the school year or at other times by appointment.

111-112 Woodwind Instrument Class

Instruction in the technique of teaching and playing woodwind instruments, using the clarinet as the basic instrument.

Two $\frac{1}{4}$ courses.
Mr. Zellner

113-114 Brass Instrument Class

Instruction in the technique of teaching and playing brass instruments. The trumpet or cornet is used as the basic brass instrument.

Two $\frac{1}{4}$ courses
Mr. Speck

115-116 Stringed Instrument Class

Instruction and practice in the techniques of stringed instruments and the organization of a string section.

Two $\frac{1}{4}$ courses
Mr. Nunamaker

117 Percussion Class

The organization of practical and theoretical materials concerning all of the percussion instruments, their performance techniques, and teaching procedures.

$\frac{1}{4}$ course
Mr. Zellner

121 Voice

Private instruction in fundamentals of voice culture with emphasis upon breath control, resonance, tone quality, diction, pronunciation, and an appreciation of the best works of the masters. Repeated in the spring semester. Fee for one half-hour lesson per week per semester: \$190.

$\frac{1}{4}$ course
Mr. Finstad

122 Voice Class

Study of vocal techniques using lectures, class discussions, and demonstrations. The course will have a practical workshop atmosphere: practicing basic vocal production with emphasis on posture, breath control, diction, and vowel formation. Fee for class lessons per semester: \$190.

$\frac{1}{4}$ course
Mr. Finstad

123 Piano

Private instruction in the development of the necessary techniques for facility in reading and interpreting a musical score accurately at the keyboard. Literature includes representative compositions of various styles and periods. Public performance is required of those majoring in this area of concentration. Fee for one half-hour lesson per week per semester: \$190.

$\frac{1}{4}$ Course
Messrs. Matsinko and Belt

124 Class Piano

Emphasis on sight-reading, ensemble playing, and harmonizing melodies with various types of accompaniment as well as playing some of the standard piano literature. Fee for class lessons per semester: \$190.

$\frac{1}{4}$ course
Mr. Matsinko

125 Organ

Private instruction designed to include literature of various periods, sight-reading, hymn-playing, chant and anthem accompaniment. *Prerequisites:* satisfactory performance of all major and minor scales (two octaves) and a Bach Invention. Fee for one half-hour lesson per week per semester: \$190.

$\frac{1}{4}$ course
Messrs. Weikel and Belt

127 Band Instrument Instruction

Private instruction emphasizing the fundamentals and repertoire for the performance of woodwind, brass, and percussion instruments. Fee for one half-hour lesson per week per semester: \$190.

$\frac{1}{4}$ course
Ms. Bowers and Messrs. Speck, Wastler & Zellner

129 Stringed Instrument Instruction

Private instruction emphasizing both the fundamentals of string playing and repertoire. Fee for one half-hour lesson per week per semester: \$190.

$\frac{1}{4}$ course
Mr. Nunamaker

131 College Choir

Performs high quality sacred and secular choral literature. In addition to campus concerts and appearances in nearby cities, the Choir makes an annual concert tour. Oratorios are presented in conjunction with the Chapel Choir. Four rehearsals weekly, first semester. Three rehearsals weekly, second semester.

No credit
Mr. Getz

132 Chapel Choir

Performs standard musical literature with the purpose of supporting and assisting the College community in the Sunday morning services. The Choir appears in nearby cities and makes a short tour each spring. Three rehearsals weekly.

No credit
Mr. Weikel

133 Band

Performs a wide variety of literature for the band. After several marching performances the symphonic band presents campus concerts and a spring tour of Pennsylvania and neighboring states. Four rehearsals weekly.

No credit
Mr. Speck

135 Orchestra

The study and performance of orchestral music of all eras. Membership is open to all students of qualifying ability. Two rehearsals weekly.

No credit
Mr. Nunamaker

456 Senior Recital

Solo presentation of representative literature of various stylistic periods of the student's major applied area with emphasis on historical performance practice.

Philosophy

Professor Coulter (*Chairperson*)

Assistant Professors Portmess and Shaw

Overview

The departmental objectives are to promote inquiry into perennial philosophical questions such as the nature of justice, happiness, knowledge, and freedom; to produce awareness of the answers that have been proposed in response to these questions; to teach the tools for the analysis of the assumptions and values which underlie different intellectual disciplines; and to promote the application of philosophical analysis to issues of public policy and morality. The study of philosophy encourages the student to develop the ability to analyze problems, understand central issues, and develop alternative solutions. It challenges the student to reflect upon problems involving values, to examine problems in an interdisciplinary way, to examine alternative world views and forms of knowledge, and to develop an awareness of intellectual history. Classes encourage discussion and writing. The study of philosophy is an integral part of an education in the liberal arts tradition.

A major in philosophy is excellent preparation for graduate school or for professional schools in almost any field. It is especially good background for law and the ministry. It will also prove valuable in any occupation which demands clear thinking and the ability to understand the points of view of other people. Individually philosophy courses will prove useful supplements to course work in other areas. The Department is interested in assisting and encouraging students to design Special Majors in which philosophy is an integral part.

Requirements and Recommendations

Philosophy 101, 105, and 211 have no prerequisites. Any 100 level course or 211 is recommended as preparation for a 200 or 300 level course, though the instructor may grant permission on an individual basis to equivalently prepared students.

A philosophy minor consists of any six courses in the Department, only two of which may be 100 level courses. A philosophy major consists of nine courses in philosophy, including 211; at least two out of 203, 204, and 220; three 300 level courses and 460 (Senior Thesis).

Distribution Requirements

Any of the courses offered by the Department may be used to satisfy the distribution requirement in History/Philosophy/Religion or History/Philosophy.

101 Introduction to Philosophy

A study of selected philosophical texts with the aim of developing the students' ability to read philosophy and to reflect and comment upon philosophical problems.

Staff

105 Contemporary Moral Issues

A study of moral problems facing individuals in our society. Selected readings dealing with moral disputes in business, politics, international affairs, medicine and social policy will be discussed along with the ethical theories which the various sides use to make their cases.

Staff

203 Classical Greek and Roman Philosophy

A study of the philosophers and philosophies of ancient Greece and Rome. Major emphasis will be on the Pre-Socratics, Plato, Aristotle, and Hellenistic Neoplatonism.

Mr. Coulter

204 Medieval and Early Modern Philosophy

A study of philosophers and philosophies of Medieval and Early Modern Europe as these reflect the impact of religion and science on the traditional problems and assumptions of philosophy. Major thinkers to be studied include Augustine, Thomas Aquinas, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant.

Mr. Coulter

211 Logic and Semantics

An introduction to formal logic and a study of the uses of language, with particular reference to the nature of inference from premises to conclusion; rules for deductive inference; construction of formal proofs in sentential and quantificational logic; the nature of language; informal inferences and fallacies; theory of definition.

Mr. Coulter

220 Nineteenth Century Philosophy

A study of leading European thinkers of the Nineteenth Century, including readings from Hegel, Feuerbach, Marx, Mill, Freud, Kierkegaard and Nietzsche.

Ms. Portmess

234 Philosophy of Art

A survey of the major paradigms in the history of aesthetic theory (e.g. formalism, imitation theory, etc.), with emphasis on the relation of aesthetics to other aspects of philosophy. Such issues as the nature and function(s) of art and the qualifications of a good critic will be discussed.

Mr. Shaw

235 Philosophical Ideas in Literature

A study of the treatment and evaluation of philosophical issues as presented in literature, through reading pairs of philosophical and literary works (e.g., Plato's *Symposium* and Shakespeare's *Sonnets*) which deal with similar themes. Metaphysical, ethical, and aesthetic topics will be discussed, with emphasis on the similarities and differences between the philosophical and literary approaches to them. *Prerequisite:* one course in philosophy, background in literature, or permission of instructor.

Mr. Shaw

236 Theoretical Approaches to the Cinema

An analytical treatment of five major theoretical approaches to Film. Special emphasis will be placed on tracing the roots of these five approaches to major theories in the history of philosophical Aesthetics. Films will be viewed and interpreted in light of several of the proposed theories. Popular criticism will be examined in order to identify theoretical presuppositions. *Prerequisites:* One introductory course in Philosophy or Theatre Arts 252.

Mr. Shaw

350, 351, etc. Topics in Philosophy

Studies of philosophical topics as treated by Twentieth Century philosophers. Recent topics have been Social Philosophy, Philosophy of Religion, Analytic Philosophy, and Ethical Theory. Topics will differ each semester and will be announced in advance. *Prerequisites:* Major or Minor in Philosophy or permission of the instructor.

Staff

460 Senior Thesis

An individualized study project involving the research of a topic and the preparation of a major paper. This will normally be done during the fall or spring semester of the senior year. *Prerequisite:* Major or Minor in Philosophy.

Staff

Physics

Professors Daniels, Haskins, Hendrickson, Mara,
and Marschall
Associate Professor Cowan (*Chairperson*)
Laboratory Instructor Wolpert

Overview

Within wide limits, a physics major can be tailored to meet the needs and desires of individual students. A major in physics is appropriate for those who enjoy the subject and who have no particular career in mind. It is also suitable preparation for careers ranging from government and law to theoretical physics and molecular biology.

Persons who become physics majors ought to be curious about the ways of nature and have a strong urge to satisfy this curiosity. Their success depends upon their ability to devise and perform meaningful experiments, their intuitive understanding of the way nature behaves, and their skill in casting ideas into mathematical forms. No two majors are endowed with precisely the same division of these talents, but they must develop some proficiency in each.

Courses in the Department emphasize those theories and principles that give a broad, unifying understanding of nature and the analytical reasoning needed for their use. Laboratory training stresses the design of experiments, the techniques of precise measurement, and the interpretation of data.

Requirements and Recommendations

The minimum physics major consists of eight courses including Physics 111, 112, 213, 240, 310, 312, 319, 325, and 330. This minimum major is more than adequate preparation for physics certification for secondary school teaching and industrial or government laboratory work. Anyone for whom graduate study is a possibility should plan to take twelve courses in the Department. Students are not permitted to take more than twelve courses in the Department without the permission of the Department unless the thirteenth course is Physics 462. Gettysburg physics graduates have selected a wide range of fields for graduate study, including: astronomy; astrophysics; biophysics; business; geophysics; environmental, electrical, nuclear, and ocean engineering; physics; and physiological psychology.

All majors must complete mathematics courses through Mathematics 212 or its equivalent. Those planning to go to graduate school should also complete Mathematics 363. Majors are expected to exhibit increasing computer competence as they progress through the courses in the physics curriculum.

All majors should consider the opportunities afforded by Physics 462. This course provides a research experience in conjunction with a faculty member in either physics or astronomy.

Freshmen who are considering a major in physics should enroll in Physics 111, 112 and Mathematics 111-112, if possible. While it is desirable for majors to take this freshman program, students may accomplish a full major in physics even if they take Physics 111, 112 in their sophomore year.

A minor in physics consists of Physics 111-112, 213, plus any two courses in Physics beyond the 100 level including 215 and 325.

Distribution Requirements

The laboratory science distribution requirement may be satisfied by taking one course from among Physics 101, 103, or 111 and one course from 102, 104, or 112, or by taking Astronomy 101 and 102.

The prerequisites listed below in the course descriptions are meant only as guides. Any course is open to students who have the permission of the instructor.

Special Facilities

In addition to the usual laboratories in nuclear physics, atomic physics, electronics, and optics, the facilities of the department include a planetarium and an observatory. The observatory features a 16" Cassegrain telescope with a computer controlled drive, a UVB photometer, and an astronomical spectrometer.

Computational resources include an Apple II-e equipped introductory laboratory, a variety of other microcomputers, and terminals to access the College Burroughs 5920 microcomputer.

Special Programs

The Department administers the Cooperative Engineering Program with Pennsylvania State University, Washington University in St. Louis, and Rensselaer Polytechnic Institute. Students selecting this program take Physics 111, 112, 213, 215, and 216 and graduate from Gettysburg with a major in Physics upon successful completion of an engineering degree at Pennsylvania State, Washington University in St. Louis, or RPI. For more details on the Cooperative Engineering Program, see page 51.

Further details about the physics and the cooperative engineering program are described in the Handbook for Students prepared by the Physics Department. Majors and prospective majors are encouraged to request a copy from the Physics Department office.

Astronomy 101 Solar System Astronomy

A review of the behavior and properties of planets, satellites, and minor members of the solar system. Subjects include: basic phenomena of the visible sky, gravitation and orbital mechanics, the results of telescopic and space research, and theories of the origin and evolution of the solar system. This course is designed to satisfy the laboratory science distribution requirement for non-science majors. Three classes and a laboratory.

Mr. Marshall

Astronomy 102 Stellar Astronomy

A review of current knowledge about the universe beyond the solar system from a physical and evolutionary standpoint. Subjects include: observational properties of stars, methods of observation and analysis of light, the nature of stellar systems and interstellar material, principles of stellar structure and evolution, overall structure and development of the physical universe.

Prerequisite: Astronomy 101 or permission of the instructor. Three classes and a laboratory.

Mr. Marshall

101, 102 General Physics

An introduction to the basic concepts of classical and modern physics with applications in a contemporary context. The fields covered include mechanics, energy, heat, waves, sound, electricity, magnetism, relativity, and atomic and nuclear physics. These courses are designed for students who are not majoring in the sciences.

Prerequisite: Competence in high school algebra. Three class and three laboratory hours. Not offered 1985-86.

Messrs. Hendrickson and Scott

103, 104 Elementary Physics

A general coverage of the fields of classical and modern physics with time devoted to areas of special interest in biology; fluids, heat, radiation, and numerous applications. While particularly useful for biology majors, the course will serve any student as an introduction to a wide range of topics in physics. *Prerequisite:* facility in algebra and geometry. Three class hours and three laboratory hours.

Messrs. Cowan and Daniels

Astronomy 109 Topics in Astronomy

Highlighting a single area of current interest in astronomy. The development and present state of thinking in such fields as the structure and origin of the solar system, stellar and galactic evolution, extraterrestrial life, and cosmology may be investigated. The specific area of concentration will be published in the announcement of courses during the spring preceding the course. May not be counted toward the minimum requirement for a major in physics. *Prerequisite:* Completion of the College science distribution requirement or the consent of the instructor.

Mr. Marshall

111 Mechanics

An introduction to classical mechanics: laws of motion and the conservation laws of linear momentum, energy, and angular momentum. The rudiments of calculus and vector analysis are introduced and used throughout the course. Students already having credit for Physics 101, 102 or 103, 104 may register for Physics 111 for credit only with the permission of the Department. *Prerequisite:* Mathematics 111, which may be taken concurrently. Four class hours and three laboratory hours.

Mr. Mara

112 Heat, Electricity, Magnetism, and Relativity

Heat and the first and second laws of thermodynamics, electrostatic fields, currents, magnetic fields, electromagnetic induction, Maxwell's equations, light as a propagating electromagnetic disturbance, and the special theory of relativity. *Prerequisite:* Physics 111. Four class hours and three laboratory hours.

Mr. Mara

213 Waves, Atomic and Nuclear Physics

An introduction to interference, diffraction, and polarization. Principal topic is foundation of atomic and nuclear physics including black body radiation, photoelectric and Compton effect, Rutherford's atom, Bohr-Sommerfeld theory, spectra, spin, magnetic moments, uncertainty principle, radioactivity. *Prerequisite:* Physics 104 or 112. Three class hours and one afternoon laboratory.

Messrs. Cowan and Haskins

215 Engineering Mechanics: Statics

Equilibrium of coplanar and noncoplanar force systems; analysis of structures, friction, centroids, and moments of inertia. Required for engineering students. *Prerequisites:* Physics 112, Mathematics 211.

Mr. Daniels

216 Engineering Mechanics: Dynamics

Motion of a particle, translation and rotation of rigid bodies, work and energy, impulse and momentum. Required for engineering students. *Prerequisite:* Physics J 33. Three class hours.

Mr. Daniels

240 Electronics

Characteristics of semiconductor junction devices. Circuits using these devices include amplifiers, oscillators, operational amplifiers, switching circuits, and digital circuits. *Prerequisite:* Physics 112. Two class hours and six laboratory hours.

Messrs. Daniels and Haskins

241 Fundamentals of Microprocessors

Advanced sequential and combinatorial logic circuits; basic microprocessor architecture; machine language programming on the 8080, 6502, or other 8-bit processors; interfacing; interrupts; memory devices; bus structures, introduction to 16-bit processors. *Prerequisite:* Physics 240.

Staff

310 Atomic and Nuclear Physics II

A continuation of Physics 212. Course begins with an introduction to quantum mechanics. The harmonic oscillator, potential wells and barriers, the hydrogen atom, and the helium atom are treated at an intermediate level. Other topics include the spectra of multielectron atoms, quantum statistics, band theory of solids, nuclear models, nuclear and fusion reactors and their impact on society, accelerators, and beta decay. *Prerequisites:* Physics 212 and Mathematics 212. Three class hours and three laboratory hours.

Mr. Daniels

312 Thermodynamics and Statistical Physics

Temperature, heat, the first and second laws of thermodynamics, introductory statistical physics; Maxwell-Boltzmann, Fermi-Dirac, and Bose-Einstein statistics. Applications to selected topics in solid state physics, low temperature physics, and other fields are included. *Prerequisite:* Physics 311. Three class hours.

Mr. Hendrickson

319 Classical Mechanics

Advanced Newtonian mechanics for upperclass physics majors. Topics include equations of motion, non-inertial reference systems, conservation laws, central force motion, rigid body motion, Euler's equations, Lagrangian and Hamiltonian mechanics. *Prerequisites:* Physics 211 and Mathematics 212.

Messrs. Cowan and Marscha

325 Advanced Physics Laboratory

A laboratory course with experiments drawn from various areas of physics such as: optics, electromagnetism, atomic physics, and nuclear physics with particular emphasis on contemporary methods. Error analysis and experimental techniques are stressed.

Messrs. Cowan and Haskins

330 Electricity and Magnetism

Static electric and magnetic fields, electromagnetic induction. Maxwell's equations in space, fields in matter, time dependent fields. *Prerequisites:* Physics 112 and Mathematics 363. Three class hours.

Mr. Marscha

341 Quantum Mechanics

An introduction to the Schrödinger and Heisenberg formulations of quantum mechanics. Topics covered include free particles, the harmonic oscillator, angular momentum, the hydrogen atom, matrix mechanics, the spin wave functions, the helium atom, and perturbation theory. *Prerequisite:* Physics 311 and 319, Mathematics 363. Three class hours.

Mr. Mara

342 Relativity: Nuclear and Particle Physics

Special relativity: includes four vectors, tensor analysis, electromagnetic field. Nuclear and particle physics at a level requiring quantum mechanics are covered including time dependent perturbation theory, scattering, Breit-Wigner resonance, isospin, and quark model. *Prerequisite:* Physics 341. Three class hours.

Mr. Haskins

452 Tutorials: Special Topics

Designed to cover physics or physics related topics not otherwise available in the curriculum. Open to upperclass physics majors who arrange with a staff member for supervision. Possible areas of study include advanced electronics, medical physics, astrophysics, acoustics, optics. *Prerequisite:* approval by Department.

Staff

462 Independent Study in Physics and Astronomy

Experimental or theoretical investigation of a research level problem selected by a student in consultation with a staff member. Students should arrange with a staff member for supervision by the end of the junior year. Open only to second semester senior physics majors. Results of the investigation are reported in a departmental colloquium. *Prerequisite:* approval by Department.

Staff

Political Science

Professor Boenau

Associate Professors Borock (*Chairperson*), Mott,
and D. Tannenbaum

Assistant Professor Sylvester

Instructor Martin

Overview

The Department aims at providing an understanding of the study of politics, emphasizing the methods and approaches of political science and the workings of political systems in various domestic, foreign, and international settings.

The program provides balance between the needs of specialists who intend to pursue graduate or professional training and those who do not. Courses offered in the Department help prepare the student for careers in politics, federal, state, and local government, public and private interest groups, business, journalism, law, and teaching.

Requirements and Recommendations

The requirements for a major in political science are as follows. Majors in the Department are required to take a minimum of 10 courses in political science. Political Science 101, 102, 103, and 104 are required of all majors, and serve as prerequisites for corresponding upper-level courses. These courses are intended to introduce the student to the major fields of political science. Political Science 101, 102, 103, and 104 may be taken in any order, but should be completed before the end of the sophomore year. Upper-level courses may be taken as early as the sophomore year provided the student has met the particular prerequisites for those courses. Majors are required to take at least one 200 or 300-level course in three of the following groups: American Government, Comparative Politics, International Relations, Political Theory. Courses graded S/U are not accepted toward a major.

Requirements for a minor in political science are as follows: successful completion of any two 100-level courses and any four upper-level courses which normally count toward the major, provided that they do not all fall into the same sub-field.

Departmental honors in political science will be awarded to graduating majors who have achieved an average of 3.5 in political science courses and who have successfully completed and defended an Honors Thesis.

In the junior and senior years, majors are urged to participate in seminars, individualized study, and internships. Majors also are encouraged to enroll in related courses in other social sciences and in the humanities.

Distribution Requirements

Any of the following courses may be counted towards the College distribution requirements in social sciences: 101, 102, 103, and 104. The following courses may be counted towards the College distribution requirement in Non-Western culture: 263 and 265.

Special Programs

Qualified students may participate in off-campus programs, such as the Washington Semester, The United Nations Semester, and study abroad.

Introductory Courses

101 American Government

Examination of the institutional structure and policy-making process of national government as reflections of assumptions of liberal democracy and the American social and economic systems. In addition to the legislative, executive, and judicial branches of government, political parties, interest groups, and elections are considered.

Mr. Mott and Ms. Martin

102 Introduction to Political Thought

Analysis of political philosophies dealing with fundamental problems of political association. The course will examine concepts of power, authority, freedom, equality, social justice, and order as expressed in works of philosophers from Plato to Marx.

Mr. Tannenbaum

103 Global Politics

Examination of the behavior of nation-states in the international system from a micropolitical perspective that encompasses such topics as nationalism, power, and war as well as from a macropolitical perspective that stresses broad trends such as political and economic interdependence and the effects of modernization.

Ms. Sylvester and Mr. Borock

104 Introduction to Comparative Politics

Introduction to the structure and processes of political institutions in major types of political systems, including parliamentary systems, the soviet system, and systems in developing countries.

Mr. Boenau

Comparative Politics

260 Comparative Parliamentary Systems

Analysis and comparison of parliamentary systems in Europe, Asia, and Commonwealth countries, focusing on interest groups, political parties, political elites, public participation, governmental structures and processes, and case studies of political systems in operation. *Prerequisite:* PS 104 or permission of instructor.

Mr. Boenau

261 Comparative Communist Systems

Analysis and comparison of the political systems of the USSR, Eastern Europe, and China, focusing on the role of the communist party, the problem of succession, and case studies of political systems in operation. *Prerequisite:* PS 104 or permission of instructor.

Mr. Boenau

263 The Politics of Developing Areas

Introduction to the study of political development and underdevelopment, including approaches to Third World politics; the nature of traditional politics; disruptions caused by colonialism and imperialism; the reformation of domestic politics; contemporary political processes and problems. *Prerequisite:* PS 104 or permission of the instructor.

Ms. Sylvester

265 African Politics

An examination of the dynamics of political change and continuity in independent Africa. Topics include colonialism, national liberation struggles, imperialism, dependency, institutional direction (e.g., parties, the military, the bureaucracy) and the politics of economic development. *Prerequisite:* PS 104 or permission of instructor.

Ms. Sylvester

American Government

220 Urban Politics

Study of the changing patterns in American urban life. Particular attention will be given to the governing of urban America in the past, present, and future, and the structure of power that has affected urban policy decisions. *Prerequisite:* PS 101 or permission of the instructor.

Ms. Martin

222 Public Administration

Study of the politics, structure, and procedures of governmental administration. Particular attention is given to the administrative process, policy-making, and the public responsibility of administrators. *Prerequisite:* PS 101 or permission of the instructor.

Mr. Tannenbaum

223 U.S. Congress

Study of the United States Congress focusing on theories of representation, nomination and electoral processes, internal organization of Congress, influences on Congressional policy-making, and Congressional interaction with other participants in the policy process. *Prerequisite:* PS 101 or permission of instructor.

Ms. Martin

224 The American Presidency

Study of the Presidency in the American political system, including presidential selection, presidential leadership and decision-making, the president's advisors, and the role of the Presidency in the policymaking process. *Prerequisite:* PS 101 or permission of the instructor.

Ms. Martin

225 American Constitutional Law

Study of the judicial process in the United States, with particular focus on the Supreme Court and its historical role in nation-building, establishing principles of federalism and the separation of powers, and determining the scope of personal and property rights. *Prerequisite:* PS 101 or permission of instructor.

Mr. Mott

231 American Parties and Politics

Examination of political parties, their role in democracy, and the nature of the party system in relation to other social and political processes. Aspects of voting behavior and campaign techniques are considered. *Prerequisite:* PS 101 or permission of instructor.

Mr. Mott

322 Civil Rights and Liberties

Study of selected problems involving interpretations of the Bill of Rights. Attention will be given to both the evolution and current standing of issues treated by the Supreme Court. *Prerequisite:* PS 225 or permission of instructor.

Mr. Mott

International Relations**242 United States Foreign Policy**

Examination of the formulation of policy within the national government structure, including the varying perspectives on goals and objectives; the implementation of policy; and the impact of policy domestically and internationally. Topics include: decisionmaking; the arms race; foreign economic policy; military intervention; alliance systems; foreign aid; and the East-West/North-South confrontations. *Prerequisite:* 103 or permission of instructor.

Mr. Borock

245 World Order

Examination of the roles of non-state actors, international government, and non-government organizations in the international system. Attention will be given to the U.N. and its agencies, food, energy and resource regimes, and regional security systems. *Prerequisite:* 103 or permission of instructor.

Mr. Borock

341 International Political Economy

Probes the impact of economic factors on the international political system and various sub-systems. Capitalist, Marxist, and socialist economic theories are discussed as well as specific relations of trade, production, monetary exchange, and economic organization within the West, between East and West, and between North and South. *Prerequisite:* PS 103 or permission of instructor.

Ms. Sylvester

344 U.S. National Security Policy

Examination of the process by which military and political decisions join to form a unified policy. Attention will be given to decision-making, the identification of national security issues, defense spending, strategic policies, the impact of technological change, and civilian-military relationships. *Prerequisites:* PS 103 or permission of instructor.

Mr. Borock

Political Theory**280 Modern Political Ideologies**

Study of the philosophical content and the role of political ideologies in the modern world, with emphasis on liberalism, socialism, communism, and fascism. The concept of ideology, historical development and the intersection and overlap of ideologies, and the influence of ideologies on political behavior will also be considered. *Prerequisite:* PS 102 or permission of instructor.

Mr. Tannenbaum

281 Elites and Masses

Examination of selected political theories which deal with the relationship of elites and masses in modern society. Among the writers to be considered are Burke, De Tocqueville, Mosca, Pareto, Michaels, Ortega y Gasset, and Lenin. *Prerequisite:* PS 102 or permission of instructor.

Mr. Boenau

380 Marxism

Examination of Marxism through close textual analysis of books, polemical tracts, and other writings of Marx and Engels, and selected readings from the critical literature on Marxism. *Prerequisite:* PS 102 or permission of instructor.

Mr. Tannenbaum

381 American Political Thought

The development of political thought in America from the colonial period to the present. In addition to examining individual writers and movements, the course will consider the relationship of the ideas examined to the broader tradition of Western Political Philosophy. *Prerequisite:* PS 102 or permission of instructor. Alternate years offered 1983-84.

Mr. Tannenbaum

Advanced Courses

400 Seminars

Advanced study of domestic, foreign, or world politics. A common core of reading and written reports by each student is provided. Topics differ each term and will be announced in advance. Enrollment by permission of instructor.

Staff

Individualized Study

Intensive research on an approved topic presented in oral or written reports, under the supervision of a member of the department faculty.

Staff

Psychology

Professors D'Agostino and Mudd
Associate Professors Frank, Gobbel (*Chairperson*), and Pittman
Assistant Professors Riggs, Sawyer, and Strandburg
Instructor Camac
Adjunct Assistant Professor Krebs

Overview

The Department emphasizes human, experimental psychology in all of its course offerings. The objective of the Department is to promote knowledge of behavior, with emphasis on the formation of a scientific attitude toward behavior and appreciation of the complexity of human personality. This objective is approached by providing a representative array of courses in psychology, including seminars, special topics, independent reading, and independent research, and by providing selected opportunities for field work. Direct experience with the major methods, instruments, and theoretical tools of the discipline is emphasized throughout.

Requirements and Recommendations

Psychology 101 is a prerequisite for all other courses in the Department. Requirements for a major include Psychology 101, 205, 305, 341; one of the following laboratory courses: 316, 317, 318, 325, or 336; and, four additional courses in psychology. Majors should note that most laboratory courses have a 200 level course as a prerequisite.

It is possible for those who have scored 60 or above on the CLEP (College-Level Examination Program) General Psychology examination to waive the introductory course (Psychology 101) and to qualify for advanced placement in the department. Write College Entrance Examination Board, Box 1822, Princeton, N.J. 08540 for information about taking the CLEP exam.

It is recommended that students looking forward to admission to graduate school take Psychology 211 and two advanced laboratory courses, one from each of the following two groups: (a) 318, 325, and (b) 316, 317, 336. Training in computer science is recommended for all majors and is highly recommended for those planning to go on to graduate work. Students should consult with their advisers for specific information on the prerequisites for work at the graduate level in the specialized areas of psychology.

Departmental Honors in psychology are awarded to graduating majors who, in the combined judgment of the staff, have demonstrated academic excellence in course work and who have completed an Individualized Study. The Honors Thesis, open by invitation of the Department Staff only, is not required for Departmental Honors.

Distribution Requirements

Psychology 101 may be used to fulfill the distribution requirement in social sciences.

101 General Psychology

An introduction to the basic facts, theories, and principles of psychology, including the study of human motivation, learning, emotion, perception, thought, intelligence, and personality. Some attention is given to the applications of psychology. Repeated spring semester. May be used toward fulfilling the distribution requirement in the social sciences.

Staff

204 Human Information Processing

Starting from theoretical concepts and methods surveyed in Psychology 101, the topics of sensation, perception, and cognitive processes are developed more completely. Offered in the spring semester.

Mr. D'Agostino

205 Introduction to Statistics and Measurement

Descriptive and inferential statistics, including nonparametric methods. Measurement theory, including reliability and validity, is studied as an application of statistics. Offered each semester. *Prerequisite:* High school algebra. Required of all majors.

Ms. Sawyer and Mr. Mudd

210 Behavioral Economics and Social Engineering

Introduction to behavioral economics and the implications of that field for social planning in a high mass consumption society. The potential contribution of behavioral systems analysis and social science research to more effective social and economical planning is considered. Two three hour seminars (arranged) are required in the course of the semester. Alternate years.

Mr. Mudd

212 Industrial and Organizational Psychology

An introduction to industrial and organizational psychology including theory and practice in the following areas: personnel, organizational behavior and development, and industrial relations. Equal attention is given to theory and applications. Several group projects are required in addition to the normal examination pattern. Three class hours. Offered in alternative years with Psychology 210.

Mr. Mudd

214 Social Psychology

Review of current psychological theory and research in social psychology. Topics include attitude and behavior change, conformity, attraction, interpersonal perception, and psychological aspects of social interaction.

Ms. Riggs and Mr. Pittman

221 Basic Dynamics of Personality

Uses textbooks and collateral readings in an introduction to theories and strategies in personology. Lecture and discussion focus on learning, affective, and cognitive processes as they blend in personality. The usefulness of verifiable evidence is emphasized.

Mr. Frank

225 Developmental Psychology: Infancy and Childhood

The psychological development of the individual from conception to adolescence. Theory, methodology, and research are presented in the areas of perception, learning, cognition, language, social and moral development.

Ms. Gobbel and Mr. Pittman

226 Developmental Psychology: Adolescence

Study of psychological development of the adolescent. Topics include research methods, physiological changes, cognitive development, vocational, social sex-role, and value development. Psychology 225 is recommended as a prerequisite but not required.

Ms. Gobbel

236 Introduction to Brain and Behavior

Introduction to the anatomical and physiological bases of human behavior. Topics will include perception, language, memory, motivation, and psychopathology. Emphasis will be upon developing an ability to conceptualize psychological phenomena in biological terms.

Mr. Strandburg

305 Experimental Methods

An introduction to scientific method and experimental design. Emphasis is placed on kinds and sources of error in experimentation, methods of control, and design and analysis of experiments. *Prerequisites:* Psychology 101 and Psychology 205. Three class hours and three laboratory hours.

Ms. Riggs and Messrs. D'Agostino and Mudd

316 Perception

Introduction to sensory and perceptual processes in vision. Lectures deal with sensory coding, feature detection, figural synthesis, and semantic integration. Laboratory work includes several minor studies and one major research study on a special topic of the student's own choice on some aspect of human facial perception. *Prerequisite:* Psychology 305. Three class hours and the equivalent of three laboratory hours.

Mr. Mudd

317 Memory and Cognition

An introduction to human memory and cognitive processes. Associative, organizational, and information-processing theories of memory will be reviewed. Attention will also focus on factors known to influence the storage and retrieval of information. *Prerequisites:* Psychology 305, 204 (or permission of the instructor). Three class hours and three laboratory hours.

Mr. D'Agostino

318 Experimental Social Psychology

Study of specific content areas in social psychology. Current theories and empirical data will be used to illustrate experimental designs and relevant methodological considerations. Laboratory work includes the design, execution, and analysis of two original experiments. *Prerequisites:* Psychology 214 and Psychology 305, or permission of the instructor. Three class hours and the equivalent of three laboratory hours.

Ms. Riggs and Mr. Pittman

322 Clinical and Counseling Psychology: Uses and Abuses

Presents an introduction to the history, problems, methods, values, and ethics relating to clinical and counseling psychology. The course is not a practicum. *Prerequisite:* Psychology 221 or 326. Offered spring semester, alternate years. Offered 1986-87.

Mr. Krebs

325 Life-Span Development—An Experimental Approach

An intensive study of one or more areas of research in cognitive, social, or language development. Emphasis is placed on unique characteristics of research with children and/or adults across the lifespan. Laboratory work includes the design, execution, and analysis of a research project. *Prerequisites:* Psychology 225 and Psychology 305. Three class hours and three laboratory hours.

Ms. Gobbel

326 Abnormal Psychology

The study of abnormalities of personality and behavior which commonly occur in mentally handicapped, deviant, neurotic, and psychotic persons. The general principles of abnormal personality development, including those of psychoanalysis, are reviewed and illustrative case materials are presented. Film demonstrations of abnormal phenomena are given, and a field trip is taken to a mental institution. Psychology 214, or 221 recommended but not required; not open to freshmen.

Staff

336 Physiological Psychology

Advanced discussion of the topics included in Psychology 236 as well as an in-depth treatment of brain development and neural modeling. *Prerequisites:* Psychology 236 and 305 or permission of the instructor. Three class hours and three laboratory hours.

Mr. Strandburg

341 History and Theories of Psychology

A review of the development of psychology to the present. Emphasis is on the contributions of empiricism, structuralism, functionalism, behaviorism, Gestalt, and psychoanalysis to contemporary psychology.

Mr. Mudd

400 Seminar

An opportunity to work on a selected topic in a small group under the guidance of a member of the staff. Not offered every term. The topic for a given term is announced well in advance. Enrollment by permission of the instructor. May be repeated.

Staff

421 Personality Theory: Seminar

Examines critically and in detail selected theories of personality. Primary and secondary sources are used for each theory studied. Verifiable evidence is examined as it may augment or challenge theory. *Prerequisites:* Psychology 221 and Junior or Senior status. Meets three hours once a week. Alternate years. Offered 1985-86.

Mr. Frank

Individualized Reading

Opportunity to do intensive and critical reading and to write a term paper on a topic of special interest. Student will be expected to become thoroughly familiar with reference books, microfilms, and scientific journals available for library research in the field of psychology. *Prerequisite:* permission of the instructor. May be repeated.

Staff

Individualized Empirical Research

Design and execution of an empirical study involving the collection and analysis of data in relation to some psychological problem under the supervision of a staff member. Students are required to present an acceptable research proposal no later than four weeks following the beginning of the semester or to withdraw from the course. Research culminates in a paper. *Prerequisite:* permission of the instructor. May be repeated.

Staff

Honors Thesis

Designed to meet the needs of the clearly superior student. During the senior year each participant will engage in an original program of research under the direction of a thesis committee. In addition to completing a formal thesis, each student will present and discuss his or her research before the entire staff. Successful completion of the program entitles the student to receive credit for two courses which can be applied towards a Psychology major. *Prerequisite:* by invitation of the Department only.

Staff

Religion

Professors Freed, Hammann, Loose, and Moore
(*Chairperson*)

Associate Professor Trone

Assistant Professor Campbell

Overview

Essential to an understanding of the past and the present is a study of the varied religious experiences, beliefs, and institutions of humankind. The Department offers the student a variety of courses in which the complex phenomenon of religion can be investigated. A student may elect courses in biblical studies, history of religions, and religious thought.

Requirements and Recommendations

A major consists of 8 courses in the Department. One of the 8 must be Religion 464: "Individualized Study for Majors." No more than 3 courses of the 8 may be 100-level courses, and none of the 8 courses may be taken S/U. Since some upper-level courses are not offered every year, students should consult with individual instructors when planning their programs. Those planning to attend seminary or a graduate school in religion should consider either a major or a minor in the Department.

A minor consists of 6 courses in the Department. No more than 2 of the 6 courses may be 100-level courses, and none of the 6 may be taken S/U. At least one of the 6 must be above the 200-level. The student must contact the Religion Department Chairperson to declare a minor and to be assigned an adviser.

Distribution Requirements

Any one of the following courses will fulfill the one-course distribution requirement in religion: 101, 111, 117, 121, 122, 123, 127, 132, 135, 137, and 138. Any courses offered (except for Individualized Study) may also fulfill one course of the two-course distribution requirement in history/philosophy/religion, which is to be distinguished from the 100-level course distribution requirement in religion. The following courses meet the distribution requirement in Non-Western culture: 202, 241, and 242.

Biblical Studies

101 History, Literature, and Religion of the Old Testament

A study of the history, literature, and religion of the Hebrews from the age of Abraham to about 300 B.C. The history and culture of Israel are related to those of surrounding nations, with special emphasis on the relevancy of archeological data.

Mr. Moore

111 History, Literature, and Religion of the New Testament

A study of the writings of the New Testament as they originated in their Greco-Roman milieu. Emphasis is on the distinctive purposes and main content of each writing. The use of source, form, and redaction criticism as tools for the academic study of the New Testament is demonstrated.

Mr. Freed

117 Topics in Biblical Studies

An intensive study of a religious topic, problem, writer, or theme in the field of Biblical Studies. Offered at the discretion of the Department.

Staff

201 The Prophets of the Old Testament

A study of the life and times of Israel's prophets as drawn from the Old Testament and extra-Biblical sources, with special emphasis given to both the importance of prophetic interpretations for their own day and to their lasting effect upon Judeo-Christian thought.

Mr. Moore

202 Wisdom Literature

A comparative study of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Solomon with the wisdom literature of the Sumerians, Egyptians, Babylonians, and other contemporaries and predecessors of the Israelites. Fulfills the distribution requirement in Non-Western culture.

Mr. Moore

203 Archaeology of The Ancient Near East

An introduction to the history, methodology, and findings of Palestinian archaeology with attention to the related fields of Egyptian and Mesopotamian archaeology. Lectures on field technique, slide presentations, museum visits, and consideration of the historical and religious significance of artifacts will be central to the course.

Mr. Moore

210 The Apostle Paul: the Man, the Thinker, and the Traveler

A study of some of Paul's letters and the book of Acts in an attempt to understand the complex personality of Paul and his thought. Topics included are faith and law, the righteousness of God and man, and justification and salvation. Paul's travels are illustrated by slides from the instructor's personal collection. *Prerequisite:* Religion 111.

Mr. Freed

311 Jesus in the First Three Gospels

An examination in depth of selected passages in the first three gospels using the techniques of source, form, redaction, and literary criticism. Special attention is given to the parables of Jesus. *Prerequisite:* Religion 111.

Mr. Freed

312 The Gospel of John

Chief emphasis given to the thought and content of the gospel itself. An effort is made to determine the background, purposes for writing, and destination of the gospel. The question of its relationship to the Synoptic Gospels and to the First Epistle of John is included.

Prerequisite: Religion 111.

Mr. Freed

313 Judaism From 200 B.C. to 500 A.D.

The history, institutions, and religious ideas of the Jews from about 200 B.C. to 500 A.D. Jewish writings of the period, including some from Qumran and the Talmud, are studied as the primary sources of information.

Prerequisite: Religion 101.

Mr. Freed

History of Religions

121 Church History: To the Eighth Century

A historical study of all groups who claimed the name "Christian" from the post-Biblical period to the eighth century. Theologies, liturgies, councils, heresies, schisms, and the outstanding participants are described and evaluated with the aid of primary documents.

Mr. Trone

122 History of the Medieval Church

An exploration beginning with the Seventh General Council (787) and ending with the death of Pope Pius II in 1464. The Latin, the Orthodox, and the heretical traditions and institutions will be included in order to help the student understand Medieval practices and decisions which still inform churches today.

Mr. Trone

123 Church History: Fifteenth to Twentieth Century

A historical overview of the development of Christian beliefs and practices from the fifteenth century to the present. This course will examine the variety of ways in which individual believers, congregations, and ecclesiastical authorities have articulated what it means to be a Christian during different historical periods and in different social contexts from pre-Reformation Germany to modern-day Latin America.

Ms. Campbell

127 Topics in History of Religions

An intensive study of a religious topic, problem, writer, or theme in the field of History of Religions. Offered at the discretion of the Department.

Staff

IDS 206 Byzantine Civilization

For course description see Interdepartmental Studies.

Mr. Trone

223 Religion in America

An investigation of the religious history of the American people from the seventeenth century to the present. This course will focus upon the varieties of American religious experience. It will explore the Protestant, Roman Catholic, and Jewish traditions along with indigenous movements such as Mormonism and Christian Science.

Ms. Campbell

227 "Monks, Nuns and Friars"

A study of the rules and practices of religious orders for men and women: Latin, Orthodox, and heretical. The course will also include the art and architecture produced by these orders and some of the most famous monastic personalities. There will also be a visit to a monastery.

Mr. Trone

241 The Religions of South Asia

A historical and phenomenological study of the religions of South Asia, especially Hinduism, Hinayana Buddhism, and Islam. Some original sources in translation are investigated to promote understanding of religious ideas, institutions, and practices. Fulfills the distribution requirement in Non-Western culture.

Mr. Hammann

242 The Religions of East Asia and West Asia

Primarily an examination of the varieties of historical and contemporary Buddhism. The class will also study some other religious traditions from east or west Asia that can be contrasted with Buddhism. Insofar as possible, original sources in translation will be used. Fulfills the distribution requirement in Non-Western culture. Spring term every year.

Mr. Hammann

132 The Religious Meaning of Being Human in the Contemporary World

Study of the religious experience and patterns developed by the world's major religions from the perspective of man's nature and needs as these are reflected in current controversies, problems, decisions, and values. An analysis will be made of various ways of studying religion with an emphasis upon the phenomenological method and its relevance to the interpretation and understanding of religious phenomena.

Mr. Loose

135 Religion in Fiction

An examination of the fictional representation of religious stories. The works of Renan, Kazantzakis, Graves, Lagerkvist, and others will be read.

Mr. Hammann

137 Topics in Religious Thought

An intensive study of a religious topic, problem, writer, or theme in the field of Religious Thought. Offered at the discretion of the Department.

Staff

138 Christian Humanism

A review of Christian ideas about human dignity potential, and responsibilities from some of the writers of the Old Testament to modern thinkers, such as Martin Luther King, Jr. and Gustavo Gutierrez, in terms of Christian theology, worship, discipline, ethics, and structure. Portions of representative Christian classics on the subject will be read and discussed in order to define the uniqueness of Christian humanism and its contributions to Western civilization and culture.

Mr. Trone

IDS 211 Perspectives on Death and Dying

For Course Description see Interdepartmental Studies.

Mr. Moore

232 The Religious Meaning of Being Responsible in Contemporary Society

Religious interpretations of moral values and ethical theories studied from the perspective of determining responsible action for resolving moral problems reflected in current controversies, issues, and decisions. In addition, students will be asked to examine the question as to whether or not human existence has an intrinsic, essential goal with a correlative prescriptive moral structure, so that deviation from this goal leads to self-destructiveness whereas compliance with the goal leads to creative self-fulfillment.

Mr. Loose

236 Religions from the Center to the Fringe

A historical and critical study of recent unconventional religious movements primarily in the West. Movements such as Baha'i, Christian Science, Latter-day Saints, Nichiren Shoshu, ISKCON, Scientology, and others will be considered. The study will aim at understanding religious characteristics as well as social effects of these movements.

Mr. Hammann

243 Mythology and Religion

Mythology and Religion have always been companions. The course will aim at understanding this friendship. Students will familiarize themselves with particular mythologies, ancient and modern, and will try to understand them from several critical viewpoints and to appreciate their connection with religious traditions.

Mr. Hammann

IDS 312 Theology and Literature

For Course Description see Interdepartmental Studies.

Mr. Loose

332 History of Christian Thought: Fifteenth to Nineteenth Century

An examination of major works by representative theologians from the eve of the Reformation through the Enlightenment including Luther, Calvin, Teresa of Avila, Jonathan Edwards, John Wesley, and others.

Ms. Campbell

333 Contemporary Religious Thought

Critical study of the primary theological literature of nineteenth and twentieth century Europe and America. Contrasts and continuity of themes, constitutive ideas, and movements in representative works by Schleiermacher, Kierkegaard, Bultmann, Tillich, Buber, Bonhoeffer, Altizer, Daly, and others are examined for the purpose of determining the basic presuppositions underlying the various texts.

Mr. Loose

464 Individualized Study for Majors

Under the direction of a member of the Department and in accordance with regulations adopted by the Department for majors a course of directed study and research.

Staff

Sociology and Anthropology

Professor W. Hook

Associate Professors Emmons, Hinrichs (*Chairperson*),
and Loveland

Assistant Professor Gill

Adjunct Instructor F. Porter

Overview

Studies in the Department are directed toward understanding social organization and action and the role of culture in shaping human behavior. Reflecting the diversity of perspectives in sociology and anthropology, the courses present various, sometimes conflicting approaches. Some perspectives start with individuals in interaction with each other and focus upon how they develop meaningful social relationships, groups, and institutions. Other approaches focus upon the molding of individuals by various institutions, groups, and cultures or upon the functional or conflict relationships among various classes and subcultures. By emphasizing the scientific and comparative study of social institutions and cultures, the Department seeks to have students develop an understanding of social realities and to increase their competence in dealing critically and constructively with social problems and programs for social change.

The Department's goals are to contribute to the liberal arts education at Gettysburg College, to provide a solid academic foundation in sociology and anthropology for students interested in graduate study, to assist students in meeting their academic and career needs, and to acquaint all students who take our courses with the sociological perspective. The courses reflect the diversity of perspectives in sociology as a discipline and cover the core subject matter of the field.

Majors are prepared for graduate education in sociology, urban planning, law, communication, law enforcement, social work, criminology, anthropology, health care, theology, and library science, as well as for careers in teaching, business, and fields related to the graduate programs cited. The Department has a chapter of Alpha Kappa Delta, the Sociological Honor Society. The Department emphasizes a commitment to experiential education; field trips, travel seminars, and internships are available to interested students. A Student-Faculty Liaison Committee operates within the Department to provide a means to respond to the particular needs and interests expressed by the students.

Requirements and Recommendations

Sociology 101 is normally a prerequisite for all other sociology courses; and Anthropology 103 is considered a prerequisite for all other anthropology courses except 102. However, these prerequisites may be waived with permission of the instructor for students with some social science background. Exemption from Sociology 101 is possible through satisfactory performance in a written examination.

Students majoring in the Department will take a minimum of nine courses. Students must take Sociology 101, 302, 303, 304, 400, and one course in Anthropology. Additionally, students must select a minimum of three courses from the remaining departmental offerings. None of these courses may be taken S/U. Sociology 450 and 470 may not be included as one of the three electives for the major. Sociology 202, 203, 206, and 208 are recommended as being central to the discipline. Those majors who are interested in pursuing an Anthropology concentration may substitute, after consultation with the adviser and department chairperson, certain courses taken at Franklin and Marshall College in Anthropology for Sociology 304 and/or 400.

In response to varying needs, interests, and expertise of individual students and staff members, the Department provides means for students to pursue independent research and studies through Sociology 450 and 460, field work application or direct experience, and other opportunities to expand specialized interests. Sociology 460 is a requirement for departmental honors, and students who want to be considered for honors should enroll in one of these two courses in addition to the six required courses listed above.

Supporting courses for the major are normally chosen from the social sciences and the humanities. Computer Science 105 is recommended as preparation for graduate study in sociology.

Students who are not majors in the Department may minor in either Sociology or Anthropology. Six courses are required for the minor in Sociology. Students must take Sociology 101, 302, and 304. The remaining three courses may be elected from departmental offerings, with the exception of Sociology 450, 470, and Anthropology courses.

Six courses are required for the minor in Anthropology. Students must take Anthropology 103. Three additional courses must be elected from the other Anthropology offerings (one of these may be Sociology 450, Individualized Study in Anthropology). One non-anthropology course must be selected from the list of courses that fulfill the non-western studies distribution requirement. One sociology course must be selected from the following: 101, 202, 206, 208, 209, 302.

Distribution Requirements

All courses except Sociology 204, 302, 303, and Anthropology 102 may be used toward fulfilling distribution requirements in social science. All courses in Anthropology except Anthropology 102 may be used to meet the Non-Western culture distribution requirement.

101 Introductory Sociology

Study of the basic structures and dynamics of human societies and the development of principles and basic concepts used in sociological analysis and research. Topics will include culture, socialization, social institutions, stratification, and social change.

Staff

201 Issues in Contemporary Society

Survey of social problems and of responses to social issues in such areas as vested interests, inequality, deviance, population, communications, health care, and civil liberties. An on-going analysis of issues in the news is included.

Mr. Emmons

202 Wealth, Power, and Prestige

Examination of social ranking and rating systems. Topics include social classes, social mobility, economic and political power, and informal prestige and fame.

Mr. Emmons

203 Population

Analysis of the human population, its size, distribution, structure, and change from the demographic perspective. Topics include: fertility, mortality, migration, demographic measurement techniques, population trends, and population issues and policies.

Staff

204 The Sociology of Popular Culture

Analysis of popular culture as a reflection of society, a factor in socialization, and an economic institution. Topics include: rock music, television, films, sports and games, toys, holidays, comics and cartoons, graffiti, popular literature, and advertising. Does not fulfill distribution requirement in social science.

Mr. Emmons

205 Sociology of Religion

Examination of the relation of religion and society. Topics include: definitions and theories of religion, sociological analysis of historical and contemporary religious groups, religious organization and behavior, religion and morality, religion and social change, sectarianism, and secularization.

Mr. Hook

206 Sociology of the Family

Analysis of the structure and continuing processes of marital relationships in American society with relevant comparisons from other cultures. Topics include: choice of marriage partner, ethnic and status differences, sex roles, alternative life styles, and aging. No prerequisites.

Mr. Hook

207 Criminology

Introduction to and delineation of the field of criminology. The course begins with a discussion of criminal law and the extent of crime and continues with a comprehensive examination of police, courts, and corrections. Theories of crime causation, criminal behavior systems, and victimology are also examined.

Mr. Hinrichs

208 Community and Urban Life

Study of communities from a sociological perspective with a major emphasis on urban areas. Topics include: historical development of cities, development of suburbs, urbanism as a unique way of life, city planning, metropolitan dynamics, and urban problems.

Staff

209 Racial and Ethnic Relations in America

Comprehensive study of ethnic and minority relations with case studies of black Americans, white Protestant Americans, American Indians, and Chinese Americans. Discussion topics include prejudice and discrimination, immigration and assimilation, anti-defamation, ethnic politics, and the structure of the ethnic community.

Mr. Emmons

212 Sociology of Deviance

Examination of the concept of deviance and exploration of the various sociological theories and perspectives for viewing deviant phenomena. Sociological, biological, and psychological theories of causation are examined. There will be an in-depth analysis of alcohol and drug use, variations in sexual behavior, child abuse, and skid row.

Mr. Hinrichs

213 Political Sociology

Analysis of the role of power and of political institutions in social systems. Marxian, elitist, pluralist, and systems theories of the bases, distribution, and uses of power will be examined, along with studies of power relationships in organizations, communities, nations, and international relations. Attempts to change power relationships by mobilizing new bases of power and legitimacy are examined.

Staff

217 Gender Roles and Inequality

Examination of the patterns of gender stratification in American social structures and the impact of sex roles on interpersonal interaction. The course centers on the various forms of sexual inequality in today's world, examining the positions of women and men in families, schools, occupations, and politics. Topics include socialization, historical and cross-cultural variation in sex roles, and possibilities for change.

Ms. Gill

218 Sociology of Work

Analysis of economic, social, and organizational aspects of American work organizations. Topics include: industrialization and the historical development of the American occupational structure, social organization of work, career patterns and development, the future of work organizations. Special attention is given to theories of alienation and work place democracy as a proposed solution to alienation.

Ms. Gill

302 Sociological Research Methodology

Introduction to designing and assessing social science research. The goal of this course is to develop the student's ability to critically review and evaluate social research findings and to prepare the student to plan and carry out research. While greatest emphasis is devoted to survey research, several qualitative and quantitative designs are examined including the experiment, participant observation, and evaluation research. Issues of sampling, measurement, causality, and validity are considered for each technique.

Ms. Gill

303 Data Analysis and Statistics

Treatment of the analysis and reporting of quantitative data. The logic of data analysis, statistical techniques, and use of the computer will form the basis of the course. Does not fulfill distribution requirement in social science.

Ms. Gill

304 The Development of Sociological Theory

Examination of the ideas and important contributions of selected theorists in the development of sociological thought. Special emphasis is given to Max Weber, Emile Durkheim, Karl Marx, George H. Mead, Talcott Parsons, and Robert Merton.

Mr. Hook

400 Seminar

Intensive investigation of one sociological or anthropological topic under the direction of a member of the Department. The seminar is intended primarily for senior majors, but is open in special cases to juniors or well-qualified students majoring in other departments.

Staff

450, 470 Individualized Study

Independent study in fields of special interest outside the scope of regular course offerings. The consent of the Department is required.

Staff

460 Research Course

Individual investigation of a research topic in sociology or anthropology in the student's special area of interest under the guidance of a faculty member. The topic must be approved by the Department. The project culminates in written and oral presentations of a formal paper to the faculty. This is required for departmental honors and is open to juniors and seniors only.

Staff

Anthropology

102 Introduction to Bio-Cultural Anthropology

Survey of the major biological and cultural changes comprising human evolution. Topics discussed include: evolutionary theory, primatology, human paleontology, archaeology, old and new world prehistory, hunter-gatherers, sociobiology and race. Does not fulfill distribution requirement in social science or Non-Western studies.

Mr. Loveland

103 Introduction to Social-Cultural Anthropology

Comparative study of human social and cultural institutions utilizing a series of ethnographies of non-western cultures at different evolutionary levels. The concepts, methods, theories, and history of the discipline will be discussed.

Mr. Loveland

210 Social and Cultural Change

A study of several theories and contemporary trends and movements of social and cultural change, with an emphasis on the role of change agents, planning, and images of the future in guiding organizational and social change.

Staff

211 American Indians

Introduction to the traditional aspects of Native American cultures by examples drawn from the major culture areas of the Americas. The present day situation of Native Americans will be discussed.

Mr. Loveland

215 Culture and Personality

Examination of the influence of culture in shaping the personality of the individuals in non-western societies. The course will include the following topics: psychoanalytic theory, dreams, cross-cultural research, socialization, personality development, modal personality, mental illness, and the effects of social change upon personality. Ethnographic examples from a variety of cultures will be utilized.

Mr. Loveland

216 Introduction to Medical Anthropology

Study of systems of belief and knowledge utilized to explain illnesses in various cultures and attendant systems of curing. Topics discussed include: hallucinogens, shamanism, curing, sorcery, witchcraft, herbal medicines, and the modern American medical system. Ethnographic examples are drawn from a variety of cultures.

Mr. Loveland

220 Native American Religions

Comparative analysis of the religions of American Indians focusing on the indigenous religions of Amerindians and the "new" religions such as the algonkian prophetic movements, the Ghost Dance, Peyote Cult, and the Handsome Lake Religion of the Iroquois. Ethnographic examples will be drawn from: the Shawnee, Delaware, Papago, Sioux, Mandan, Iroquois, Comanche, among others. Credit will not be given to students who have taken Ant J-8 or Ant 220 under the title, World Cultures.

Mr. Loveland

221 North American Indians: Yesterday and Today

Employing archaeological, ethnographic, and historical data, this course examines the introduction of humans into the New World, the growth and development of tribal cultures, the Indian response to western European civilization, the persistence of Indian culture and identity in a White society, and the problems facing contemporary Indians.

Mr. Porter

222 Cultural Ecology

An examination of the ecological relationship between humans and their environment. The flow of energy in foraging, pastoralist, horticultural, agricultural, and industrial societies will be discussed. The effect of population, food supply, and pollution on modern society will be explored. (Alternates with Anthropology 221)

Mr. Porter

Spanish

Assistant Professors Burgess, Cere, Jackson, Olinger, and Weaner

Instructors Rabinowitz and Shelly

Adjunct Instructor Hubbard

Teaching Assistant Henriquez

Overview

The ability to speak and understand a language other than one's own, and to have insight into the artistic and cultural heritage of other peoples of the world is considered an integral part of a liberal arts education. The Department, through a strong core of basic courses, gives students facility in the use of spoken and written Spanish and some knowledge of its literature and cultural history. The oral-aural method of modern language teaching is stressed in the classroom and all courses are conducted in Spanish. Laboratory facilities in the Library Learning Center and other audio-visual equipment complement classroom instruction. Regular laboratory work will be required of some students and advised for others.

Advanced level courses in literature and civilization are designed to give students an understanding and appreciation of the literature and cultures of the Hispanic peoples. Students are encouraged to study in a Spanish speaking country and opportunities are offered through Study Abroad programs with approved colleges.

Courses in the Department provide sound preparation for graduate study, teaching, or careers in government, business, or social work. Since the largest minority group in the United States is Spanish speaking, the Department feels that a knowledge of Spanish and an understanding of the Hispanic cultures is of increasing importance.

Requirements and Recommendations

Requirements for a major in Spanish include 10 courses above the 245 level. Course requirements are: Spanish 301, 302, Introduction to Literary Analysis, the Senior Seminar and one Civilization course. All majors will be strongly advised to take Stylistics. Other courses for the major are elective.

Requirements for a minor in Spanish include 6 courses above the 202 level, and must include Spanish 301-302, and no more than one course from 205, 206, and 245. Students may include Spanish 202 for the minor, if they have begun language study at the elementary or intermediate level at Gettysburg College.

Distribution Requirements

Prior to their first registration at the College, all students receive pre-registration materials which give detailed instructions on language placement and fulfilling the distribution requirement in foreign languages. The following courses may be counted toward the distribution requirement in literature: Spanish 205, 206, 304, 308, 313, 314, 319, 320, 324, 325, 326, 350.

The distribution requirement in foreign languages may be fulfilled by successful completion in Spanish 201-202, 205, 206 or a course at the 300-level or above. Achievement equivalent to 201-202 may be demonstrated by an Advanced Placement Examination or a Departmental Qualifying Examination given during the initial week of fall term. Spanish 205 or 206 satisfy the foreign language requirement and at the same time count toward the literature requirement. The courses, which are complete as individual units, emphasize intensive reading of complete works in literature for comprehension and analysis of style. Students who choose this alternative should have adequate preparation in reading of significant amount of prose of various literary periods. A student who shows unusual proficiency in 201 may, with the consent of the Department Chairperson, take 206 and thereby fulfill the language requirement and half the literature requirement.

Special Facilities

Language Laboratory in Musselman Library Learning Resources Center.

Special Programs

See *Study Abroad*.

101-102 Elementary Spanish

Elements of understanding, speaking, reading and writing Spanish. Use of language laboratory is required. Enrollment limited to those who have never previously studied Spanish. Students can not receive credit for both 101 and 103; 102 and 104.

103-104 Fundamental Spanish

Fundamentals of understanding, speaking, reading, and writing Spanish. Use of language laboratory is required. Enrollment is limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination. Students can not receive credit for both 101 and 103; 102 and 104.

201-202 Intermediate Spanish

Practice in oral and written expression, grammar review, readings, and discussions of Spanish writing as contact with Hispanic Culture. Enrollment is limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

205, 206 Readings in Spanish and Spanish American Literature

The course is conducted in Spanish with the dual objective of comprehension of material and reading of Spanish and Latin American literature of cultural and literary merit. Enrollment is limited to students who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

245 Spanish Conversation

Conversation course beyond the intermediate level with emphasis on everyday, applied usage of the language for nonliterary purposes. *Prerequisite:* successful completion of the language requirement. Limited enrollment of twelve students. Counts toward the minor but does not count toward the major. Does not fulfill the language requirement. To be offered annually, both semesters.

301, 302 Spanish Composition and Conversation

Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level. To be offered annually.

304 Introduction to Literary Analysis

Introduction to basic critical approaches to the reading of prose fiction, poetry, and drama. Through the careful study of works in each genre students will acquire a knowledge of analytical skills and critical terminology in Spanish. Offered in the fall semester. *Prerequisite:* Spanish 202 or permission of instructor.

308 Literature of the Golden Age

Masterpieces of different genres of the late 16th through the 17th centuries. Emphasis will be placed on major writers of theater, short prose fiction, essay, and poetry. *Prerequisite:* Introduction to Literary Analysis. Offered in 1986-87.

310 Spanish Civilization

Study of the history and culture of Spain from the earliest times to the present. Fulfills the distribution requirement in history, philosophy or religion. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1985-86.

311 Latin American Civilization

Study of the history and culture of Latin America from pre-Columbian times to the present. Fulfills distribution requirement in history, philosophy or religion. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1986-87.

313 Hispanic Theater

A study of the drama of both Spain and Spanish America through the ages. The focus of the course will vary from semester to semester, based on such aspects as literary period, common theme, historical development, and dramatic theory. *Prerequisite:* Introduction to Literary Analysis. Alternate years. Offered in 1985-86.

314 Cervantes

A study of the masterpiece, *Don Quijote de la Mancha*, as well as some *Novelas ejemplares* and *entremeses* or one act plays. *Prerequisite:* Introduction to Literary Analysis. Offered in 1985-86.

318 Stylistics

Advanced language seminar designed to increase the knowledge and the skill of the student in the idiomatic expression of the Spanish language. Special emphasis will be given to the study of syntactic and stylistic complexities of contemporary prose. Normally those students who enroll will be juniors and seniors.

Prerequisite: Spanish 301-302 or with the approval of the Department. Offered annually in the fall.

319 Nineteenth Century Literature in Spain and Latin America

Studies in the essay, the novel, the short story, the drama, and poetry according to the essential literary movements (romanticism, costumbrismo, realism, naturalism, modernism) of the nineteenth century in Spain and Latin America. *Prerequisite:* Introduction to Literary Analysis. Offered 1985-86.

320 Lyric Poetry

A study of Spanish lyric poetry through the ages. The course will concentrate on the interrelationship of form, content, and idea, noting major influences upon the poetry of each period. Appreciation is considered a major goal of this course and much poetry will be read orally and discussed. Alternate years. *Prerequisite:* Introduction to Literary Analysis. Offered 1985-86.

324 Latin American Contemporary Prose

This course will emphasize the novel of the "boom" in Latin America. Major writers such as Gabriel Garcia-Marquez, Mario Vargas Llosa, Carlos Fuentes, Julio Cortázar, Juan Rulfo, and Jorge Luis Borges, among others, will be read. *Prerequisite:* Introduction to Literary Analysis. Offered 1985-86.

325 Generation of '98 and Pre-Civil War Literature

Studies in the essay, poetry, prose fiction, and drama of the major writers of the late nineteenth and early twentieth-centuries in Spain. *Prerequisite:* Introduction to Literary Analysis. Alternate years. Offered in 1985-86.

326 Post-Civil War Literature of Spain

A study of the major literary trends and works in Spain beginning with the resurgence of Spanish Literature in the 1940's and continuing to the present day. *Prerequisite:* Introduction to Literary Analysis. Alternate years. Offered in 1985-86.

400 Senior Seminar

Directed and specialized studies in Spanish and Latin American literatures from the medieval period to the present. Intended to be taken by seniors during the final semester in order to complete their undergraduate work in Hispanic literatures. *Prerequisite:* Limited to seniors except with permission of the Department. Offered in the spring of every year.

Theatre Arts—See *English*





GETTYSBURG

Campus
Life

Student Life

The College recognizes that students develop not only intellectually, but emotionally, physically, socially, and spiritually as well. The Student Life Division, an administrative division within the College, has as its central purpose the provision of an environment, programs, and services which enhance the students' liberal education. Under the direction of the Dean of Student Life, the Office of Student Life, College Union, Counseling Services, Career Services, and Health Services together compose the Student Life Division.

Office of Student Life

The Office of Student Life strives to help students improve the quality of their lives outside of the classroom. This is accomplished by providing a variety of programs and services. The Office of Student Life staff assist students in the following areas:

Information. Students require information about many opportunities available to them. The Office of Student Life answers student questions about the College, or, when appropriate, will refer students to the proper source for information.

Advisement. Members of the Student Life staff work with various student organizations, providing them with guidance and training in leadership skills.

Living Accommodations. The many opportunities for on-campus living are administered through the Office of Student Life. An undergraduate staff of residence coordinators and resident advisers is supervised by the Assistant Dean.

Change. Any healthy educational institution must continually undergo change. Students often provide the invaluable input which leads to change in policies, programs, and services. By working cooperatively with Student Life administrators, students have successfully initiated changes in residential options, dining options, informal educational programs, facilities, and numerous rules and regulations.

Publications. On an annual basis, the Office of Student Life staff works with students in publishing the *Student Handbook* and *Spectrum*, the College yearbook.

Research. In order to improve its services and programs, the Office of Student Life often collects data on student needs, attitudes, and evaluations. Recently, research has been conducted on living accommodations, residence hall visitation options, dining plan options, and alcohol use.

Discipline. The Dean of Student Life is responsible for the non-academic discipline of students. Staff members work with the faculty and student members of the Student Conduct Review Board to uphold the regulations of the College and to protect the rights of the individual.

Residential Life

Residential life at Gettysburg College has a major impact on the total development of the student. The residential environment (persons, policies, and facilities) promotes the formation of a community and encourages the styles of life which are conducive to the development of respect for the individual and the society in which the student lives. During a student's years at Gettysburg College, commitments are often made concerning personal values and occupational choices, role identities, the development of personal responsibility, and philosophy of life. The residential program attempts to provide opportunities for examining these areas of concern.

Recognizing the impact of environment on development, Gettysburg College requires all students (unless married or residing with their families) to live on campus. Exemptions from this requirement are granted only by the Assistant Dean of Student Life. Carefully selected student resident advisers and residence coordinators work closely with the students, assisting them in planning a variety of programs for the residence halls and helping them resolve problems in group living. These advisers participate in an on-going training program which enables them to help other students adjust to the environment. Students living in residence halls also have the opportunity to work with members of the faculty and administration in setting regulations which apply to all College residencies.

Gettysburg College offers a variety of options in living environments. The students can choose to live in one of ten residence halls varying in occupancy from 54 students to 158 students, and co-education and single sex halls. Each of the halls exercises a different visitation policy. The visitation policies are predetermined from the following options:

Option A - Open Visitation from 10 A.M.-12 midnight, Sunday through Thursday.
10 A.M.-2 A.M., Friday and Saturday

Option B - Open Visitation from 10 A.M.-12 midnight, Sunday through Thursday.
24 hours, Friday and Saturday

Option C - Open Visitation, 24 hours - Sunday through Saturday

Another living opportunity exists in special interest housing for students who wish to live together and work on a project of mutual interest throughout the academic year.

Also included as an optional living environment, is the opportunity for sophomore, junior and senior men to live in a fraternity house on or near campus.

Most of the student rooms are double occupancy, however a few single rooms are available and some rooms are large enough for three or four people. Each student is provided with a single bed and mattress, a dresser, and a desk and chair. Students provide their own pillows, bedding, spreads, study lamps, and window curtains. Students may, through the Penn Linen & Uniform Service, Inc., rent linens for an annual fee; weekly laundry of the linen is included in the rental fee. Coin operated washers and dryers are available on the campus for student use. The use of television sets and refrigeration units is permitted in student rooms; refrigeration units may have a capacity of not more than 3 cubic feet. Rental units are available. Cooking units are not permitted in student rooms.

Greek Life

Both fraternities and sororities have a long-standing history on the Gettysburg College campus. Presently there are twelve social fraternities and seven social sororities. All of these groups are nationally affiliated.

The fraternities, which have individual houses either on or near the campus, offer an alternative living option to their members. The sororities, by their own choice, do not have houses but each has a chapter room in a central location which serves as a meeting and socializing place for the group.

In addition to providing one social outlet for their members, Gettysburg's fraternities and sororities serve the campus and community with beautification campaigns, blood drives, Christmas parties for local children, and other philanthropic activities.

Dining Accommodations

All freshmen and sophomores, with the exception of those living at home, are required to enroll in a College approved dining option or to select one of the Student Life Dining options which include a variety of dining options in Gettysburg restaurants. Fraternity members and pledges may take their meals at fraternity houses. Juniors and seniors have the option of taking their meals in a college dining option or they may eat elsewhere.

Student Conduct

Every community has certain regulations and traditions which each member is expected to abide by and uphold. Perhaps a college campus community, even more than others, depends upon members who are mature and have a sense of responsibility. Only in such a community of responsible citizens can there be an atmosphere established which will contribute to the liberal arts education.

Consequently, the student who fails to support the objectives of Gettysburg College forfeits his or her right to continue to attend the College. The College reserves the right to dismiss any student whose conduct is detrimental to its welfare or whose attitude is antagonistic to the spirit of its ideals. Such an individual forfeits all fees which he or she has paid. Living groups or organizations formally approved by the College are subject to the same regulations as individual students.

Believing that it is sensible and proper for all students to be fully aware of their obligations and opportunities as Gettysburg College students, the College publishes a statement entitled, "The Rights and Responsibilities of Students." This document is the result of discussions and conclusions reached by a student-faculty-administrative committee. It deals with such questions as the academic, citizenship, and governance rights and responsibilities of students. It is published annually in the *Student Handbook*.

The *Student Conduct Review Board* handles student violations of College policies, including individual or group violations of College rules. The Board is composed of the President of the student Senate, representatives of the Interfraternity and Panhellenic Councils, and other students elected by the student body. Members of the faculty and administration also participate as voting members on the Board. The rights of the accused, as well as the procedures of the Board, are found in the *Student Handbook*.

Before a student decides to apply for entrance into Gettysburg College, he or she should be aware of the rules governing student conduct. A complete copy of the rules and regulations may be obtained by writing to the Dean of Student Life.

College Union

The College Union is the center of student activities and an informal laboratory for leadership training. Through a myriad of services, activities, and the Student Activities Council, the College Union offers many opportunities for students to involve themselves in activities at all levels in both participatory and leadership roles. The opportunity to assist with the development of interpersonal and leadership skills, and work with faculty, administrators, and students in initiating cultural, educational, recreational, and social programs are the priorities of the College Union staff.

Located in the College Union are meeting rooms, offices for student organizations, recreational facilities including a pool and bowling alley, the College Store, an art gallery and showcases, photo darkroom, and a 2,000 seat ballroom. The Bullet Hole (snackbar), which is student operated and managed, provides for the development of aspiring business managers while offering an outstanding service to the campus. The Gangplank is an informal gathering place for students to meet, relax, study, and listen to music, both live and recorded. Pinball machines, billiards, electronic games and a snackbar are all located here. This multipurpose room may be used for dances, speakers, small group discussions, movies, and theatrical performances.

Among the many services provided by the professional and student staff of the College Union are: information about campus and community activities; film passes and ticket sales; camping equipment and bike rentals; travel information; xerox, mimeo and sign press services; lost and found; and newspaper subscription services.

Hours of Operation

College Union -

Monday thru Friday 8 a.m. to midnight

Saturday 8 a.m. to 1 a.m.

Sunday noon to midnight

Gangplank -

Saturday thru Friday 10 a.m. to 11:30 p.m.

Sunday 2 p.m. to 11:30 p.m.

The *Review Board* is the policy making body for the College Union. The Review Board deals with issues regarding scheduling, space allocation, house rules, and general policies and procedures for the College Union.

While the facilities and services offered by the College Union contribute largely toward making it a comfortable place for students to go, the programs initiated by the Student Activities Council (SAC) reflect the Union staff's philosophy and goal to provide meaningful and enjoyable cultural, educational, recreational, and social opportunities to challenge and complement the curriculum at Gettysburg College. SAC sponsored programs are supported by student controlled funds. SAC is composed of the following committees: Art Appreciation, Coffeehouse, Concert, Dance, Films, Gangplank, Ideas & Issues, Public Relations, Recreation, and Special Events.

Student Government

Students participate in College governance by serving on various College, class, and faculty committees; through participation in Student Senate, class, residence hall, or fraternity meetings; and by exercising their right to vote in various campus elections.

Student Senate

Student chest funds are distributed to student organizations by the Student Senate. Currently the Senate provides financial support to a large number of existing clubs and organizations. New groups may be formed by interested students. The Student Senate, which is the principal unit of student government, works in cooperation with the administration and faculty to bring to the campus community a well-organized and democratic form of student government. It represents the students in formulating many College policies and works to promote cooperation among administration, faculty, and students.

Student Life Council

The Student Life Council is an organization composed of members of the student body, faculty, and College administration. This Council has responsibility for studying matters and developing policies pertaining to student life and student conduct. Business may be brought to the Council or legislation proposed by any member of the College community. Major issues are debated in Student Senate and in faculty meetings before resolution by the Council. The Council makes recommendations to the President, who accepts, rejects, or refers them to the Board of Trustees prior to implementation.

The Honor Commission

The Honor Commission is a student organization which is authorized by the constitution of the Honor Code. The Commission is composed of ten students, aided by four case investigators, six faculty advisers, and a member of the staff of the Office of Educational Services. Its function is to promote and enforce the Honor Code at Gettysburg College, to secure the cooperation of students and faculty to these ends, and to adjudicate allegations of Honor Code violations.

Interfraternity Council

An important part of the responsibility for governing fraternities at Gettysburg College is assumed by the Interfraternity Council, an organization composed of the President and one representative from each social fraternity. This Council formulates and administers general regulatory policies by which fraternities must abide. It serves as the representative of the social fraternal groups to the student body, the College, and the community of Gettysburg. During the school year the IFC sponsors a variety of campus social and social service activities.

Panhellenic Council

Important responsibility for governing the sorority system at Gettysburg College is assumed by the Panhellenic Council, to which each social sorority sends two student representatives. This Council establishes and enforces the Panhellenic "rushing" regulations and functions as a governing body in matters involving sororities and intersorority relations.

Programming and Student Activities

In addition to the programs sponsored by the Student Activities Council and College Union staff, the College Union often hosts many of the other major activities which are sponsored by campus groups. Among these are the Lecture Committee, Performing Arts Committee, and Convocation Committee as well as various dramatic and musical organizations.

The **lecture program**, sponsored by a faculty lecture committee, brings well known scholars and outstanding figures in public life to campus each year. In this way, the College extends the student's view beyond the confines of the College community. In addition to the general lecture series, the following special lectures are given regularly:

The Robert Fortenbaugh Memorial Lectures An endowment provided by Clyde E. (1913) and Sara A. Gerberich supports a series of lectures and other programs in the Department of History. Each year an authority on the Civil War period has lectured on a topic related to those years. These public lectures are presented in November to coincide with the anniversary of Abraham Lincoln's Gettysburg Address.

Musselman Visiting Scientist A fund provided by the Musselman Foundation in honor of Dr. John B. Zinn, former Chairman of the Chemistry Department, supports an annual three-day visit by a renowned scientist to the Chemistry Department.

Stuckenberg Lecture A bequest from Mary G. Stuckenberg in memory of her husband, the Rev. J. H. W. Stuckenberg, enables the College to sponsor a lecture in the area of social ethics.

Bell Lecture A fund from the estate of the Rev. Peter G. Bell (1860) was given to the College to establish a lectureship on the claims of the gospel ministry on college men. The main object of this fund is "to keep before the students of the College the demand for men of the Christian ministry and the condition of the age qualifying that demand."

The Henry M. Scharf Lecture on Current Affairs A fund provided by Dr. F. William Sunderman (1919) in memory of Henry M. Scharf, alumnus and member of the College's Board of Trustees from 1969 to 1975, is used to bring a recognized authority or scholar to the campus each year to speak on a subject of timely interest.

The College encourages students to experience and to participate in various **performing arts** and provides an opportunity for those with special talent to develop and share that talent.

Faculty Performing Arts Committee Each year recognized professional groups and individuals present to the campus performances of dance and drama, as well as vocal and instrumental music.

The Gettysburg College Choir Internationally recognized, it appears at special services and gives concerts on campus. Each year it makes a concert tour, presenting concerts in churches and schools. Choir members are selected on the basis of ability, interest, and choral balance.

Chapel Choir During the year it performs at chapel services, special services, and concerts. Members are selected on the basis of ability and willingness to meet the rehearsal and service requirements.

Chamber Choir A sixteen-member vocal ensemble studying vocal and choral techniques, repertoire and performance practice. Bachelor of Science vocal majors are required to participate. All other choir members are eligible to audition for membership.

Band The Gettysburg College Band opens its season with a marching band camp in preparation for performances at football games, pep rallies, parades, and convocations.

At the conclusion of marching band season, symphonic band rehearsals begin. Besides home concerts, an annual tour is taken to nearby communities and neighboring states.

The offering of small ensembles remains a vital segment of the overall instrumental program. Clarinet choir, brass ensemble, and jazz ensemble are open for membership to Band members and meet on a weekly basis.

Gettysburg College-Community Chamber Orchestra The Orchestra performs concerts throughout the academic year. Membership is open to all students who have the necessary proficiency. Auditions are held at the beginning of each school year.

The Sunderman Chamber Music Concerts The Sunderman Chamber Music Foundation, established by Dr. F. William Sunderman (1919) to "stimulate and further the interest of chamber music at Gettysburg College," each year sponsors important campus performances by distinguished and internationally-recognized chamber music groups.

The Owl and Nightingale Players Each year this distinguished group of performers stage three major productions under the leadership of the College's Director of Theatre. Their program is a varied one: each four-year season usually includes plays by Shakespeare, Shaw, Moliere, and O'Neill, as well as Broadway musicals and works by contemporary dramatists. All productions are offered in the handsome new 245 seat Kline Theatre which features a thrust stage and is located in Brua Hall.

Laboratory Theatre Lab Theatre produces a dozen one-act plays each year, many of which are frankly experimental and some of which are the work of campus playwrights. All works are given in the exciting new Stevens Laboratory Theatre in Brua Hall, where the seating can be rearranged to provide staging in the round, thrust, profile and frontal. In addition, senior Theatre Arts students utilize the theatre for staging their major thesis productions.

Otherstage In addition to sharing the facilities of the black box Stevens Theatre, this troupe performs its short plays at other areas both on campus and in the community. Their work encompasses Lunchtime Theatre, Street Theatre, and Children's Theatre.

In each of the theatre groups, students are afforded the opportunity of gaining experience in all areas of theatre, from acting and directing to scene design, lighting, and costuming.

Gettysburg Theatre Festival Now in its fifteenth season of offering cultural stimulation as well as refreshing entertainment to both campus and community, the Theatre, with its company of professional performers, provides the focus for the Theatre Practicum. This is a college credit course: students herein enrolled serve in supporting roles and assist in the technical aspects of the theatre's life. The company offers an interesting balance of modern classics, Broadway and Off-Broadway hits, and avant garde works not generally performed in summer theatre. All works are performed in the air-conditioned Kline Theatre. In addition, the company operates a Theatre for Children, which offers a series of hour-long plays for young people on the lawn adjacent to Brua Hall.

Artist-in-Residence During the year, the College invites professional performing artists to the campus for one-month residencies. Drawn from music, theatre, and dance, the Artists-in-Residence, work with interested and talented students in workshops as well as in rehearsals and, ultimately, in performance.

Campus Communications

Every community needs to keep its members in contact with each other and with the rest of the world. On the Gettysburg campus student communication media not only inform the members of the community, but also afford students an opportunity to express their ideas effectively and to learn the practical necessities of producing newspapers, radio broadcasts, magazines, and yearbooks.

The Gettysburgian The College newspaper is staffed completely by students who are responsible for editing, feature writing, news writing, layout, personnel management, subscription management, and circulation. This weekly newspaper carries news, feature articles, and editorials concerning activities on and off campus.

The Mercury The poems, short stories, and illustrations published in *The Mercury* are contributed by students. The student editorial staff encourages creative writing within the campus community.

The Spectrum A pictorial essay of life on campus is featured in the College yearbook. Staffed by students, the yearbook offers the opportunity for creativity in design, layout, photography, and writing. *The Spectrum* covers the full academic year, including commencement weekend. It is mailed to graduating seniors and offered to underclassmen early in the fall semester.

WZBT The College radio station (91.1 megacycles) has been the voice of the campus for many years. WZBT operates as a noncommercial, educational FM radio station over the public airwaves and under FCC regulations. The station is student staffed and broadcasts a variety of programs from its fully equipped studios in the College Union. WZBT is organized like a professional radio station and offers positions for announcers, disc jockeys, newscasters, engineers, and music librarians, as well as jobs in production, continuity, and advertising. A student Executive Committee supervises the daily operation of the station, and a Board of Overseers composed of students, faculty members, and administrators, establishes general policy for the station.

Other Activities

Debating Union The Debating Union is committed to developing reasoning and argumentative skills through formal, intercollegiate debate as well as through the sponsoring of campus forums and discussions. Student members offer workshops in reasoning and argument, and volunteer their services as moderators, devil's advocates, and discussion leaders for various campus organizations.

Opportunities for students to pursue their special interests also exist through the long list of clubs and organizations on the campus. Among the list are BACCHUS, Chess Club, Minority Student Union, Outing Club, and Photo Club. Various other opportunities are available in Departmental and Professional Clubs and Honorary Societies.

Counseling Services

With the goal of promoting the emotional well-being of all members of the Gettysburg College community, the Counseling Services staff, located in the health center, offers a number of services and a wide variety of programs. These activities are concerned with helping students grow to become effective, self-directing adults, and with teaching them the skills necessary to deal with their personal problems and feelings so that they can benefit as much as possible from their educational experience.

One of the services offered by the College's professional counselors is individual counseling. They work with students in a confidential relationship teaching them how to approach their problems and how to resolve them. Some of the types of things students talk to counselors about are their morals and values, academic pressure, study habits, concerns about their sexuality, relationship issues, problems with friends and roommates, their goals and plans, difficulties at home, feelings of depression and lack of motivation, and how to become the kind of person they want to be. While much counseling involves solving problems and changing, its focus is often simply helping a student to better understand himself or herself.

Counseling Services also offers a number of topic oriented group experiences which teach skills that students can use to improve their experiences on campus and assist them when they leave Gettysburg. Group experiences that are regularly offered are designed to teach assertiveness skills, communication skills, relaxation, improve study habits, help in approaching eating disorders, build self-esteem and to cope with separation. Other group experiences are created based on campus need and interest.

An audio tape library is available in the Counseling Office for students interested in self-help for a variety of interests.

When appropriate, the Counseling Service also functions as an information and consulting service working with students and others on a variety of campus programs and projects to improve the environment. Members of the Counseling staff teach, conduct research, and work closely with faculty, administration, and parents on issues of student concern.

The college is significantly concerned with the rise in the use and abuse of alcohol and other drugs by young persons in our society. Accordingly we provide the campus community with a program of alcohol and drug education which includes prevention programming, help for problem users, support groups for recovering persons, and various awareness presentations. A trained Alcohol Education Coordinator is available to the campus community to develop and maintain appropriate educational programs and to counsel with individuals.

All Counseling Service activities are free and available to Gettysburg College students. It is the Counseling staff's desire that their services complement the college's academic program and their hope that for many students they will be an integral part of their educational experience.

Career Services

The Career Services Office seeks to perform two primary functions: 1) to assist students in making and acting on career decisions; 2) to promote an awareness of Gettysburg College and a receptivity to Gettysburg students among individuals and organizations beyond the campus community. Relatedly, the office provides a diverse and comprehensive program to support students in planning and implementing the next step after graduation. Core group-based programs include the First Step Orientation Session, which focuses on the career decision-making process, the workshops on job hunting, resume writing, interviewing skills, and the graduate school selection process. Examples of additional programs designed to correspond to the various phases of the career development process (decision-making, planning, and placement) are workshops dealing with values and skills identification, dual career couple planning, and the process of making an effective transition to life after college. Individual assistance is also available. Both group-based and individual help provided by Career Services are evaluated very favorably by student participants.

The office also maintains a career library which includes employer literature, graduate school directories, and self-instructional materials. A special feature of this library is a series of taped interviews with Gettysburg alumni employed in a wide array of careers. These interviews convey both career information and suggestions for students interested in pursuing the type of work involved.

Seniors may take advantage of interview opportunities provided by employer and graduate and professional school representatives who visit the campus annually.

All students are encouraged to become involved with the Career Services Office early in their college careers in order to learn more about both the relationship between the liberal arts and career development and means of working toward a satisfying post-graduation involvement. More specifically, the following sequence of activities is recommended. During the freshman year, exposure to many aspects of the college experience, both academic and extracurricular, may be gained, and interests and skills may be expanded. The sophomore year represents a time for beginning the formal exploration process by learning more about both one's values, interests, and skills and career opportunities. The First Step Orientation Session is strongly recommended at this point. During the junior and senior years, career decisions should be made final, and action plans for pursuing the desired goals should be developed and implemented. While this sequence is an ideal one, Career Services staff members

are sensitive to other timetables which may exist for students based on individual differences. Consequently, assistance is available to students throughout their time at Gettysburg.

Career Services also conducts a follow-up study of each graduating class to learn more about the members' post-graduate experiences. The most recent data provides information about the Class of 1982. Seventy percent of the class responded to this survey. Approximately 95% of those who were employed and 100% of those in graduate or professional school assigned positive ratings to the preparation they received at Gettysburg, while 87% of these individuals expressed satisfaction with their current job or educational program. Members of the class pursued a wide range of post-college involvements including jobs such as lab technician, teacher, accountant, assistant media planner, management trainee, activity therapist, sales representative, and admissions counselor for further study in fields such as art, business, law, mathematics, medicine, psychology, and religion. Examples of organizations where graduates obtained employment are A.T.&T., Cambridge University Press, Citibank, Exxon, Grey Advertising, Johns Hopkins University, *Seventeen Magazine*, and Westchester County Medical Center, and examples of educational institutions attended include Carnegie Mellon University, Cornell University, Jefferson Medical College, Indiana University, and Washington and Lee School of Law.

Health Service

The College maintains a Health Service for the benefit of all students. The objectives of the Health Service are to maintain the physical and emotional well being of the student and to provide necessary continuing medical care begun at home. Medical information and health records are maintained but are not included as part of the student's college record; all such medical information is confidential.

The Health Service requires that a questionnaire, an immunization record, and a physical examination be completed prior to entrance. If the student has had any illness, surgical procedure, or injury which might modify or prevent his/her participation in physical education, the family physician must stipulate in writing the nature of the injury and the limitations on activity.

All students must have the following: 1) Tetanus immunization within 10 years; 2) Tuberculin skin test within 1 year; 3) Rubella (German measles) immunization or evidence of having had the disease; 4) Rubeola (measles) immunization or evidence of having had the disease.

The Health Center includes an 18 bed infirmary which is staffed by registered nurses and physicians. Students whose medical problems cannot be managed by the staff are referred to local specialists or physicians chosen by the student and/or family. If serious illnesses or accidents occur the family is notified by telephone.

Religious Life and Chapel Programs

The Gettysburg College Chapel Programs offer students opportunities to grow in the understanding and practice of their own religious traditions, to appreciate the religious traditions of others, and to better understand and integrate the relationship between faith and reason. Completely voluntary, the Chapel Program attracts students and faculty members of various religious backgrounds, provides spiritual nurturing, and assists in the exploration of religious disciplines.

Corporate worship is an important part of the Chapel offerings. Students from a variety of traditions join together in worship at Christ Chapel each Sunday. Led by the College Chaplains, the service often features noted speakers. The Chapel Choir offers anthems and liturgical music, and students often assist in the worship. In addition to the College Chaplains, a Roman Catholic priest is available to students and holds Mass each week. A Quaker service is held in the Planetarium on Sunday mornings. Students are also welcomed in the various churches of the Gettysburg community, and local ministers participate in Chapel worship through the year. Each Wednesday there is a Candlelight Communion Service in Christ Chapel.

The Chapel Programs are coordinated by the Chapel Council—a voluntary group of students from all classes. Committees of the Chapel Council also include The *Tutorial Program* which arranges for students in local schools to be tutored by Gettysburg students; The *Community Services Program* which involves students in visitation to local homes for the aged and mentally handicapped; The *Volunteers for Youth Program* in the Gettysburg community; The *Social Justice Committee* which examines a commitment to peace and human rights issues; The *Worship and Music Committee* which plans for services in Christ Chapel; The *Lecture Committee* which sponsors outstanding speakers and a *Resident Theologian's* visit each year. *Leaven*, a monthly newsletter about Christian existence in secular contexts, is a journal of the Chapel Council and is distributed to undergraduates and interested graduates.

Other offerings of the Chapel Program include annual field trips to investigate the work of the Church in an urban setting and *Awareness Trips* jointly sponsored with the Sociology department. Recent trips have included visits to Appalachia and John's Island, South Carolina.

Communities Of Risk—groups of up to ten students and a resource person—agree to meet for one overnight each week at the Dean's Conference House and explore more fully what it means to be human and in community. **Search** is a common interest group similar to *COR* but with the specific goal of examining Christian community. **Pre-Seminary Students** meet monthly to support each other while exploring the Church professions. **Chai** is a common interest group for persons interested in Jewish culture and meets for social activities and a deeper appreciation of Judaism. The **Catholic Community Council** meets weekly to plan programs of interest to Catholic students. Also on campus, **Inter-Varsity** and **Fellowship of Christian Athletes** meet for fellowship and renewal.

Through these programs—and those that evolve to continually meet the needs of the Gettysburg College community—and through the personal relationships established by the Chapel staff, the College provides an opportunity for the student who desires better to understand and to practice his or her religious commitments while attending Gettysburg.

Athletics

The College has an extensive program of intercollegiate and intramural athletics for men and women. It is possible for all students to participate in some supervised sport. For those with particular athletic skills and interest there are the varsity teams. For others there is the opportunity to participate in the intramural program, for which competitive teams are organized from fraternities, residence halls, and other groups. The possession of a College identification card guarantees free admission to all intercollegiate contests.

Intercollegiate Athletics Gettysburg College maintains membership in the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, and the Middle Atlantic States Collegiate Athletic Conference. In football, Gettysburg participates in the Centennial Football Conference, which includes Dickinson, Franklin and Marshall, Johns Hopkins, Muhlenberg, Swarthmore, Western Maryland, and Ursinus.

The intercollegiate program includes teams for men, teams for women, and athletic teams for which both men and women are eligible. The breakdown is as follows:

	Men	Women	All Students
Fall	Football Soccer Cross Country Rugby (Club)	Field Hockey Volleyball Cross Country Soccer (Club)	Bowling (Club)
Winter	Basketball Swimming Wrestling	Basketball Swimming	
Spring	Baseball Lacrosse Tennis Track and Field	Lacrosse Softball Tennis Track and Field	Golf

Intramural Sports The Council on Intramural Athletics and Recreational Activities operates extensive intramural programs for all students. This Council, composed of student, faculty, and staff representatives from the Health and Physical Education Department, the Interfraternity Council, the Student Senate, the Panhellenic Council, and the College Union Board, plans and promotes voluntary sport activities. For men, these include touch football, soccer, cross country, basketball, bike rally, wrestling, volleyball, swimming, bowling, billiards, table tennis, golf, badminton, tennis, softball, and track. Women students participate in intramural basketball, volleyball, swimming, bowling, table tennis, badminton, cross country, billiards, bike rally, tennis, and softball. Coeducational sports include volleyball, softball, and a bike rally.

Academic Services and Information

The Office of the Dean of Educational Services, located in Pennsylvania Hall, is involved with many of the academic situations which students encounter. The reporting of academic deficiencies and the student petitions to the Academic Standing Committee are processed by this office. Working in conjunction with the individual student's adviser, the Deans assist students in making educational plans and solving academic problems. In addition, the freshman orientation and advising programs are administered by this office.

The Dean of the College, whose office is also in Pennsylvania Hall, handles matters pertaining to faculty and academic programs. The Associate Dean of the College supplies information concerning medical and dental school admission requirements, and affirmative action. The Registrar maintains information about study abroad opportunities.

Financial Aid

Details about Financial Aid procedures are found in the Student Financial Aid section of this catalogue.

Facilities

Gettysburg College has a 200 acre campus with 43 buildings that provide excellent facilities for all aspects of the College programs. These buildings range from the original College building, Pennsylvania Hall (Old Dorm), constructed in 1837 and listed on the National Register of Historic Places, to the new Musselman Library/Learning Resources Center.

Academic Facilities

The Library The College library collection is housed in the Musselman Library/Learning Resources Center, completed in 1981, and in two departmental libraries, Chemistry in Breidenbaugh Hall and Physics in Masters Hall. Total collections are approximately 285,000 volumes, 36,000 microforms, 32,000 governmental publications, 11,500 records, and extensive slide, filmstrip, and other audio-visual media. The library subscribes to 1,400 journals.

Enter The Center is a booklet available in the library which outlines library hours, service, usage, etc. Those using the library should review this publication.

The College's library uses the Interlibrary Delivery Service, which extends the College's library facilities far beyond the campus through the College's membership in the Associated College Libraries of Central Pennsylvania, PALINET (Pennsylvania Library Network), and the Central Pennsylvania Consortium. Faculty and students are encouraged to use these extended facilities.

Classrooms, Laboratories The following classroom and laboratory facilities serve the College:

Non-Science Facilities

Building	Academic Departments	Special Features
Brua Hall	Theater Arts and Speech	Kline Theatre Stevens Laboratory Theatre
Glatfelter Hall	Computer Studies Economics English, Management Mathematics and Religion	Computer Center Microcomputer Laboratory
McKnight Hall	French German and Spanish	
Schmucker Hall	Art and Music	Studios and Recital Hall
Weidensall Hall	Classics Education History and Philosophy	
West Building White House	Military Science Political Science	

Science Facilities

Building	Academic Departments	Special Features
Breidenbaugh Masters	Chemistry Physics	Hatter Planetarium with Spitz A3P planetarium projector in a 30-foot dome
McCreary	Biology Psychology Sociology and Anthropology	Electron Microscopes Greenhouse
Observatory		Sixteen-inch Cassegrain telescope

Computer Center The Computer Center is located in a separately air-conditioned area in Glatfelter Hall and contains a Burroughs 5920 computer available to faculty and students for education and research needs. Priority is given to students enrolled in courses that require use of the computer and to faculty and students engaged in research.

Microcomputer Laboratory The Microcomputer Laboratory is located in a spacious, air-conditioned room in Glatfelter Hall. The Lab supports the Computer Studies curriculum and includes 28 Apple and 3 IBM microcomputers, two disk drives with each unit, four Epson MX-100 printers, and ample student workspace.

See the "Facilities" section of the description of Computer Studies programs for an explanation of how students may connect their individual microcomputers to a mainframe at the College.

Athletic Facilities

Eddie Plank Memorial Gymnasium, Hen Bream Gymnasium, and John A. Hauser Fieldhouse contain the College's indoor athletic facilities. These facilities include seven regulation basketball courts, four indoor tennis courts, and a 1/11 mile Chem-turf track. In addition there is a swimming pool of olympic dimensions in the College Union Building which is used for varsity swimming competition and intramural and recreation swimming.

There are several athletic field areas: Musselman Stadium, which contains a football field and a quarter-mile cinder track; a baseball field west of the stadium; two areas for soccer and lacrosse; Memorial Field, adjacent to Eddie Plank Gymnasium for women's field hockey and lacrosse; a women's softball field, and the intramural areas which contain eight tennis courts, soccer, football, and hockey fields.

Fourteen intercollegiate tennis courts are also available.

Student Services

Located near to the residence halls are the College Union Building, the Sieber-Fisher Health Center, and Christ Chapel.

Administrative Offices

Pennsylvania Hall, the original College building after complete renovation, now provides modern offices and facilities for administrative personnel. The Admissions Office is housed in the Dwight David Eisenhower House, which served as the office of General Dwight D. Eisenhower during his year in Gettysburg.

Other Facilities

On the campus is the home of the College President. College maintenance services are centered in the West Building. On the northern portion of the campus is the Dean's Conference House, which is used for small group meetings.



GETTYSBURG

Admission,
Expenses and
Financial Aid

Admission Policy

Gettysburg College students come from a variety of backgrounds and secondary school programs. The College welcomes applications from students of differing ethnic, religious, racial, economic, and geographic settings.

The Admissions Staff seeks to identify applicants who have demonstrated a capacity for academic achievement, responsiveness to intellectual challenge, eagerness to contribute their special talents to the College community, and an awareness of social responsibility. Such persons give promise of possessing the ability and the motivation which will enable them to profit from the many opportunities that the College offers.

Since the competition for admission is keen, the Admissions Staff gives careful consideration to each application. Its decision is based on three categories of evidence described below.

Evidence of high academic attainment as indicated by the secondary school record The College requires no fixed number of secondary school units for admission. It normally assumes graduation from an approved secondary school, and it considers grades in academic courses, distribution of subjects, and rank in class as highly significant parts of the applicant's credentials. Participation in accelerated, enriched, and advanced placement courses is desirable. The College regards superior facility in the use of the English language and an understanding of fundamental mathematical processes as essential to a successful college experience.

Evidence of ability to do high quality college work as indicated by aptitude and achievement test results The Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the test results of the American College Testing program are required of all candidates. The College prefers that the SAT be submitted. Applicants submitting the SAT should ensure the reporting of the subscore of the Test of Standard Written English (TSWE), since those results are used for placement purposes in English (see p. 36). Achievement tests are suggested for placement purposes but are not required to complete an application.

Evidence of personal qualities The College seeks evidence that the applicant is a person of good morals enabling him or her to contribute to the success of the College community. Such contributions should be appropriate to his or her talents, whether these be leadership in campus programs, involvement in the welfare of others, expression of artistic creativity, or the quiet pursuit of scholarly excellence. In estimating such qualities the College relies on confidential statements from secondary school principals, headmasters, and guidance counselors, and on personal appraisals by its alumni and friends.

Admission Procedure

The student interested in Gettysburg College should submit an application during the fall of his or her senior year and no later than February 15. A nonrefundable fee of \$25 must be sent with the application. Although not required, a visit to the campus and an interview with a member of the Admissions Staff is strongly urged. A student considering a major in art, music, or physical education should make his or her interest known when requesting an interview, so that arrangements can be made for an appointment with a member of the department concerned. Seniors should plan their visits before February 1; juniors, after April 1.

Offers of Acceptance

The Early Decision Plan The student with a strong record through the junior year of secondary school who has decided on Gettysburg College as the college of his or her first choice, may submit an application for Early Decision acceptance. The application will be considered between November 15 and February 1 of the senior year. Those students accepted under this program are obligated to enroll at Gettysburg College and to withdraw applications submitted to other institutions. Notification of the decision on admission will be made between December 15 and February 15. Payment of a nonrefundable advance fee of \$200 is required to validate this offer of acceptance.

The Early Decision applicant should take the Scholastic Aptitude Test in the junior year. However, scores from the November testing date of the senior year may also be considered. Those students submitting applications for Early Decision who are not offered acceptance at that time will automatically be considered for admission under the Regular Decision Plan upon receipt of subsequent grades and test scores from the senior year.

The Regular Decision Plan To be assured of maximum consideration, students must present applications by February 15. Most offers of acceptance will be announced by the first week in April after the receipt of November, December, or January Scholastic Aptitude Test results and senior year first semester grades. College Entrance Examination Board tests taken prior to the senior year may be used to satisfy test requirements.

Payment of a nonrefundable advance fee of \$200 is required to validate this offer of acceptance. Since Gettysburg College subscribes to the principle of the Candidate's Reply Date, the student has until May 1 to make his or her decision and pay the advance fee.

Students offered acceptance under either plan are expected to maintain their academic record, pass all their senior courses, and earn a secondary school diploma.

Admission with Advanced Credit and Placement

Students who have taken college-level courses in secondary school and wish to be considered for advanced credit or placement must take Advanced Placement Tests of the College Entrance Examination Board. All entering students who submit a score of four or higher on these tests shall receive two course credits for each tested area toward the 35-course graduation requirement with the exception of the Mathematics Calculus AB examination, for which one course credit shall be given. Students submitting a score of three may receive at the discretion of the appropriate department one course credit or advanced placement. Students who have completed advanced level or honors courses may be considered for advanced placement.

Those high school students who have taken regular courses at the college level in regionally approved junior or senior colleges may receive credit for these courses if no duplication of high school units and college credits is involved. This credit must be approved by the chairman of the academic department involved.

See the section on Residence Requirements and Schedule Limitations for information about the planning of the academic program of students who plan to complete their graduation requirements in less than four full years.

Admission of Transfer Students

A transfer student may be admitted at the beginning of any term. He or she must present a regular application, including secondary school records and College Entrance Examination Board Test results and an official transcript from all colleges and universities attended. He or she must be entitled to an honorable dismissal without academic or social probation from the college from which he or she transfers and must be recommended for transfer by the Dean of the College previously attended. A transfer candidate is expected to visit the campus for an interview.

Gettysburg College requires sound academic performance in previous college work for students who seek admission as a transfer student. Credit is granted for individual courses passed with a grade of C or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg curriculum. Academic credit for courses transferred is granted tentatively until the student has satisfactorily completed one year of work at Gettysburg College. All transfer students must satisfy all requirements for the degree for which they are candidates.

Admission as a Special Student

A high school graduate, not a candidate for a degree, may apply for admission as a nonmatriculated student. Normally, such a student may enroll in a maximum of two courses. Permission to take more than two courses must be secured from the Dean of the College.

Taking courses as a special student requires permission of the instructors of the courses involved, as well as filing an application for special student status with the Admissions Office. A special student who may later wish to become a candidate for a degree must submit an application under regular admissions procedures. Special students have the same classroom duties and privileges as regular full-time students, but no promise is made in advance that the special student will be admitted as a candidate for the degree.

Comprehensive Academic Fee Plan

Gettysburg College charges a comprehensive academic fee covering the two semesters of the academic year. NOT included in this fee are books and supplies, some private lessons in music, and optional off-campus courses.

The fee applies to each full-time student. For purposes of the comprehensive academic fee a full-time student is one registering for at least three but not more than five courses per semester including fractional courses. Any additional course registration beyond five requires additional charges of \$760 per full course or \$190 per quarter course. Majors in Health and Physical Education and Music may take some quarter courses above the five course limit at no additional charge (see the departmental listings for details).

Comprehensive Academic Fee	\$8,574
1985-86	
Board	
College Dining Hall (21 meals per week)	\$1,344
Room Rents	
Costs for all College living facilities	\$1,266
Single rooms	\$1,516
Estimate of Total Expense for an Academic Year	
Comprehensive Academic Fee	\$8,574
Board	1,344
Residence Hall Room	1,266
Books and Supplies	300
	\$11,484

This tabulation does not include personal expenses such as clothing, laundry, spending allowances, fraternity dues, and transportation.

Effective with the 2nd semester of the 1985-86 academic year, the College will be providing each student room with expanded communication capabilities: a) telephone with intra-campus and in-coming call capabilities (expandable to external call use if desired by student); b) no pay cable TV; c) permissive computer dial-up (see page 76, the Facilities section of the Computer Studies departmental description).

Since the College Store is operated on a cash basis, students should be provided with \$300 each year to purchase books and supplies.

Special Student Fees

Any student who is not a candidate for a degree will be charged at the rate of \$760 per course or \$190 per quarter course. Part-time matriculated student fee is \$953 per course.

Payment of Bills

Checks should be made payable to Gettysburg College and sent to the BURSAR, Gettysburg College, Gettysburg, PA 17325-1483 by the dates outlined below.

The College operates academically with a 2 semester calendar, and divides the student's charges into half-year billings; the first due and payable on AUGUST 1 and the second due and payable DECEMBER 15. Each student candidate for a degree will be billed for one-half of the yearly comprehensive academic fee, room rent, and board charges before the beginning of the fall and spring semesters. Special students will be billed on a per course or quarter course basis and for room and board, if applicable, before the beginning of each of the two semesters. DELINQUENT ACCOUNTS WILL BE SUBJECT TO A LATE PAYMENT CHARGE OF 1% PER MONTH.

Of the advanced payment of \$200 made under either the early or regular acceptance plans, \$100 is credited to the first term bill and the remaining \$100 is credited to the reserve deposit. This deposit is used to pay for minor charges such as laboratory breakage, infirmary meals, and room damages for as long as the student is in attendance. If the reserve deposit falls below \$50, replenishment will be required. Effective with the 1986-87 academic year, the advance payment of \$200 made under the early or regular acceptance plans will be credited to the reserve deposit in its entirety.

Every continuing student in the College is required to pay \$200 by March 15. This amount is deducted from the student's first term College bill. No refunds of this fee will be made after the date of Spring Registration.

Veterans' Administration Benefits

Gettysburg College has made arrangements with the Veterans Administration whereby children of veterans attending College under the provisions of Public Law 634 are eligible to receive monthly payments from the Veterans' Administration in accordance with the scale established by the law. Students requiring any forms to be completed by the College concerning such benefits should contact the Office of the Registrar.

Insured Tuition Plan

An Insured Tuition Payment Plan is usually a combination of a prepayment installment plan covering four years of College expenses and an insurance policy guaranteeing payment for completion of the four years in the event of the death or total disability of the person financing the student's education.

There are a number of Tuition Payment Plans (some with insurance and some without). The College is the most familiar with the plan of the Richard C. Knight Insurance Agency, Inc., 53 Beacon Street, Boston, Massachusetts 02108. In addition, there are others such as: The Tuition Plan, Inc., Concord, New Hampshire 03301 and Academic Management Services, 1110 Central Avenue, Pawtucket, Rhode Island 02861.

Parents should write directly to such organizations. The Director of Admissions generally mails out the Richard C. Knight Insurance Agency, Inc. plan information to all new students around June 1st of each year.

Board

Junior and senior students may choose to take their meals in the Dining Hall on an individual meal or term basis or to eat elsewhere. All fraternity members and pledges may choose to take their meals in the fraternity house. All other students except those living at home must take their meals regularly in the College Dining Hall on a term basis, and participate in the full board plan.

Housing Policy

All freshman men and women are expected to room in the College's residence halls and preference is given them in securing dormitory space. Fraternity housing is available to students following the freshman year. When the residence halls have been filled, permission for off-campus housing may be granted to a limited number of students who have applied through a procedure administered by the Dean of Student Life. Students who have withdrawn from the College and are approved for readmission are expected to occupy any vacancy which may exist in a College residence hall.

Refund Policy

Board

If a student withdraws for any reason at any time, the unused portion of the half-year bill paid for board will be refunded on a pro-rated basis from the date of withdrawal to the end of the half-year billing period, based on the date when the Dining Hall sticker or card is returned to the Business Office.

Comprehensive Academic Fee and Room Rental

One hundred dollars of any comprehensive academic fee or room rental paid by a student shall be non-refundable regardless of the time of withdrawal, except upon request in the case of students required to withdraw for academic reasons, and in the case of those advised to withdraw who do so prior to the beginning of the subsequent semester.

Date of withdrawal will be the date the student has filed the completed withdrawal form with the Office of the Dean of Student Life.

Withdrawal Because of Serious Illness or Withdrawal of Student with Guaranteed Loan

A student who withdraws because of the student's serious illness and/or has a Guaranteed Student Loan guaranteed by a federal, state, or private agency will be entitled to a refund of comprehensive academic fee and room rental based on the following schedule applied to the half-year bill in question.

One week or less	90% refund
Two weeks or more than one week	80% refund
Three weeks or more than two weeks	60% refund
Four weeks or more than three weeks	40% refund
Five weeks or more than four weeks	20% refund
More than five weeks but less than one-half of the period covered by the half-year bill	10% refund
More than one half of the period covered by the half year bill	No Refund

Voluntary Withdrawal

A student who voluntarily withdraws by October 5th of the fall semester or by March 5th of the spring semester is entitled to a 25% refund of tuition for that semester's billing.

Required Withdrawal for Disciplinary Reasons

A student who is required to withdraw for disciplinary reasons will forfeit all fees (except board, if refund requirements are met) which he or she has paid.

Unused portion of respective half-year bills for comprehensive fee, room, and board will be refunded if academic withdrawal is required at the end of any semester provided the student follows all procedures for obtaining refunds.

If a student or the student's parents or guardian feel that the individual circumstances of the student warrant an exception to the refund policy, an appeal may be made to the Treasurer, Gettysburg College.

Reduction of financial aid obligations and advances will receive priority in the payment of refund. The unused reserve deposit balance will be refunded upon the student's graduation or withdrawal, provided the student has no outstanding loans or debts to the institution.

Accident Insurance

Each student as a consequence of his or her payment of the Comprehensive Academic Fee receives coverage under an accident insurance policy with a \$1000 limit. Information concerning the coverage provided by this insurance is made available at the time of registration or in advance if requested.

Personal Property Insurance

The College does not carry insurance on personal property of students and is not responsible for the loss or damage of such property.

Student Financial Aid

Although charges made by colleges and universities have risen sharply in recent years, the fact remains that in most institutions the fees paid by a student or a student's parents cover only a portion of the total cost of a student's education. In private institutions the remainder comes from endowment income and from gifts from sources such as alumni, businesses, foundations, and churches.

Gettysburg College recognizes the primary responsibility of the student and his or her parents to provide as much as possible toward the total cost of the student's college education. Since an education is an investment which should yield life-long dividends, a student should be prepared to contribute to it from his or her own earnings, both before entering and while in college.

Gettysburg College has a program of financial aid for worthy and promising students who are unable to finance their education from personal and/or family resources. Access to such aid is considered a privilege, not a right. The qualifications for assistance, in addition to need, are academic ability, academic achievement, and promise of contribution as a student and citizen. The amount of aid in any particular case is based upon the financial need of the student.

The College participates in the College Scholarship Service and requires all applicants to file both Side I and Side II of the Financial Aid Form. All Financial Aid Forms should be sent to the College Scholarship Service, Box 2700, Princeton, New Jersey 08541. The College also requires that a notarized or certified copy of the parents' most recent U.S. Individual Income Tax Return (Form 1040) be sent directly to the Office of Financial Aid at Gettysburg College. Applicants for admission need not send the IRS Form 1040 in order to receive consideration for financial aid unless specifically requested. This form, however, must be submitted when the student enrolls at the College (May 1).

A prospective student seeking financial aid should forward both Side I and Side II of the Financial Aid Form to the College Scholarship Service as soon as possible after applying for admission, but no later than February 1. A student already enrolled who has previously had some form of aid should secure a renewal application from the Office of Financial Aid and should request his or her parents to complete this form. The renewal application should be forwarded to the College Scholarship Service no later than February 10.

Financial aid is awarded in the form of grants, loans, or a combination of these. All financial aid awards are made for one year only. The Director will consider a request for renewal and will act on the basis of the applicant's record as a student and campus citizen as well as his or her continuing financial need.

Applications for financial aid, of those students who demonstrate financial need, are reviewed to determine eligibility for the following forms of assistance available from Gettysburg College.

Presidential Grant—awarded to entering freshmen with exceptional academic ability, outstanding academic achievement, and superior promise of contribution as a student and campus citizen.

Gettysburg College Grant—awarded to students who, in addition to financial need, evidence good academic ability and academic achievement, and give promise of contribution to the College's extracurricular program. These grants are renewable as long as the recipient continues to demonstrate need, participate in his or her extracurricular activity, and maintains a sound academic record. Normally, such grants are combined with loans and/or student employment in order to meet the student's financial need. In cases of students who demonstrate exceptional talent, skills, and abilities, need may be satisfied entirely with grant funds.

Lutheran College Grant—awarded to Lutheran students. In addition to financial need, consideration is given to academic ability and achievement.

Supplemental Educational Opportunity Grant—a grant program funded by the federal government and administered by the College. The program is designed to assist students from low-income families.

Gettysburg College Loan—a loan program made available by Gettysburg College.

National Direct Student Loan—a loan program funded by the federal government and administered by the College.

College Work-Study Program—an employment program funded by the federal government and the College.

Grants need not be repaid; but the College hopes that recipients will recognize that they have incurred an obligation and will therefore subsequently contribute as they can to help insure that the benefits which they enjoyed will be available to others.

Approximately thirty percent of the students receive financial assistance in some form from the College. About sixty-five percent of the Gettysburg College student body receives aid from the College or other sources.

Rules governing all types of financial aid are stated in the Summary of Regulations published by the Dean of Educational Services, and on the reverse side of the Notification of Financial Aid.

Endowed Scholarships (Grants-in-aid) Student Aid

All students who apply for financial assistance and are determined to have financial need will be considered for these scholarships (grants-in-aid). Recipients are selected by the College.

Though the College administers scholarships restricted to members of a particular sex, the discriminating effect of these awards has been eliminated in the overall administration of the financial aid program through use of other funds made available by the College.

Frederic S. Almy, Sr. Scholarship Fund: The income from a fund created by his son in memory of a man who did not have the opportunity to attend college, for a deserving and financially needy student.

The Alumni Fund: The income from a fund established by the alumni for needy and deserving students with preference given to children of alumni.

Richard A. Arms Scholarship Fund: The income from a fund contributed by the Class of 1924 in memory of the Chairman of the Mathematics Department (1920–1963) is awarded to a worthy student.

Dr. Joseph B. Baker (1901) and Rena L. Baker Scholarship Fund: The income from a fund donated by the Woman's General League of Gettysburg College is given to a needy and deserving student in the Music Department.

Dr. Ray Alfred Barnard (1915) Scholarship Fund: The income from a fund provided by Dr. Barnard is given to a male student from the Central Pennsylvania Synod who is preparing for the Lutheran ministry.

The Rev. Sydney E. Bateman (1887) Scholarship Fund: The income from the fund is awarded to a needy ministerial student.

Belt Hess-Quay Scholarship Fund: The income from a fund provided by Effie E. Hess Belt (1898) in commemoration of several relatives is awarded as follows: first preference is given to a member of Grace Lutheran Church, Westminster, Maryland; second preference to any other resident of Carroll County, Maryland, who is pursuing theological studies at the College; and third preference is given to any deserving student.

Helen A. and James B. Bender Scholarship Fund: The income from the fund is granted on the basis of need and ability, preference being given to residents of Adams County, Pennsylvania, majoring in Economics and/or Business Administration.

Jesse E. Benner (1907) and Minerva B. Benner Scholarship Fund: The income from a bequest is used to aid worthy students, preferably preministerial students.

Burton F. Blough Scholarship Fund: The income from a fund contributed by a former trustee is used to aid needy and deserving students.

Harry F. Borleis (1925) Scholarship Fund: The income from a bequest is used to assist needy and deserving students.

Elsie Paul Boyle (1912) Scholarship Fund: The income from a gift by Elsie Paul Boyle is awarded to a needy and worthy student, preference given to a Lutheran from Weatherly, located in Carbon County, Pennsylvania.

Henry T. Bream (1924) Scholarship Fund: The income from a fund contributed by alumni and friends of the College in honor of Henry T. Bream, Professor of Health and Physical Education, 1926–1969, is awarded to a needy and deserving male scholar-athlete.

Lavern H. Brennehan (1936) Scholarship Fund: The income from a fund provided by Lavern H. Brennehan (1936), former Chairman of the Board of Trustees of the College, and his wife, Miriam, in honor of their son, James (1960); daughter-in-law, Mary Jane (1960); granddaughter, Kathleen (1984); and grandson, Stephen (1987) to be awarded annually to needy and deserving students.

Randall Sammis Brush (1973) Memorial Scholarship: The income from a fund contributed by family and friends in memory of Randall Sammis Brush is awarded to a needy and deserving student particularly proficient in the study of history.

Edward B. Buller (1923) Scholarship Fund: The income from a fund contributed by the Lutheran Church of the Good Shepherd, Pearl River, New York, and friends in honor of the Rev. Edward B. Buller is awarded to a deserving student, preference being given to a student from Good Shepherd congregation.

Cambridge Rubber Foundation Scholarship Fund: The income from the fund given by the Foundation is awarded to a qualified male student. First preference is given to an employee or relative of an employee of Cambridge Rubber. Second preference is given to a resident of Adams County, Pennsylvania or Carroll County, Maryland.

Dr. Anthony G. Ciavarelli (1933) Scholarship Foundation: The income from a scholarship established by Dr. Anthony G. Ciavarelli is awarded annually to a student (or students) who demonstrates superior character, industry, serious academic purpose, and financial need. Preference to be given to a student preparing for the medical profession. If there are no students who demonstrate financial need (who are preparing for the medical profession), then the income may be used to aid other students who demonstrate financial need. If there are no students who demonstrate financial need, then the College may use the income for any purpose it determines.

Class of 1903, George S. Rentz Memorial Fund: The income from the fund is used in support of the College scholarship program.

Class of 1913 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1915 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1916 Scholarship Fund: The income from the fund is awarded to a needy and deserving sophomore.

Class of 1917 Schmucker-Breidenbaugh Memorial Scholarship Fund: The income from the fund is awarded to a needy and deserving student or students.

Class of 1918 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1921 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1933 Scholarship Fund: The income from a fund established by members of the Class of 1933 is awarded to needy and promising students. Preference is given to students who, beyond academic and personal qualifications, are descendants of members of the Class of 1933.

The Ernst M. and Agnes H. Cronlund Memorial Scholarship Fund: The fund was established in memory of Ernst Magnus and Agnes Hoffsten Cronlund by their children Ernest and Shirley, Eleanor, Martin (1929) and Rebecca, Raymond (1933) and Lillian. The income is awarded to needy and promising students.

W. K. Diehl (1886) Scholarship Fund: The income from a fund created by Norman E. Diehl in memory of his father, W. K. Diehl, D.D., is used to provide scholarships to needy and deserving students.

Chris Ebert (1965) Memorial Fund: The fund was established in memory of Chris Ebert by his father and mother. The income is awarded annually to a needy student. First preference is given to a student who is pursuing a career in teaching or majoring in mathematics, and/or participating in intercollegiate wrestling; second preference is given to a student who is studying for the ministry.

The Charles L. "Dutch" Eby (1933) Scholarship Fund: The income from a fund established by the family and friends of Charles L. Eby is awarded to needy students. Preference is given to students who, beyond academic and personal qualifications, are residents of Southcentral Pennsylvania and have demonstrated leadership ability through active participation and excellent performance in extracurricular activities.

Jacob C. Eisenhart and Rosa Bott Eisenhart Scholarship Fund: The income from a fund established by the J. C. Eisenhart Wall Paper Company is awarded to a deserving Lutheran preministerial student.

The Dwight D. Eisenhower Scholarship: Established by the Eisenhower Society in honor of the thirty-fourth President of the United States, a former resident of the community of Gettysburg and a friend and trustee of the College. The Society is dedicated to the preservation of the qualities and ideals of Dwight D. Eisenhower and the contributions which he made to world peace. The income from the fund is awarded to needy students who exemplify superior qualities of honesty, integrity and leadership.

Clarence A. Eyler (1880) and Myrtle B. Eyler Scholarship Fund: The income from a bequest is awarded to a worthy Lutheran preministerial student.

Annie C. Felty Scholarship Fund: The income from the fund is given to a needy and deserving student.

Wilbur H. Fleck (1902) Memorial Scholarship Fund: The income from a bequest is awarded to a graduate cum laude of the Protestant faith of the Wyoming Seminary.

Dr. Daniel F. Garland (1888) Scholarship Fund: The income from the fund is awarded to a deserving ministerial student.

Richard W. Gaver (1966) Memorial Scholarship Fund: The income from a fund contributed by Dr. and Mrs. Leo J. Gaver in memory of their son is awarded to a worthy student, preference being given to a premedical student.

Dr. and Mrs. James E. Glenn Scholarship Fund: The income from a fund contributed by J. Donald Glenn (1923) in memory of his parents is awarded to a worthy student preparing for the Christian ministry or the medical profession.

Gordon-Davis Linen Supply Company Scholarship Fund: The income from a fund contributed by the company is awarded to a deserving student.

Grand Army of the Republic Living Memorial Scholarship Fund: The income from a fund donated by the Daughters of Union Veterans is awarded to a needy and deserving student, preferably the descendant of a Union veteran.

Ida E. Grover Scholarship Fund: The income from a bequest is awarded to a needy and deserving student.

John Alfred Hamme (1918) Scholarship Fund: The income from a fund given by Mr. Hamme is awarded to a deserving student.

Marie H. Harshman Scholarship Fund: The income from a bequest made by Marie H. Harshman is awarded to a Lutheran student preparing for the ministry. Preference is given to a student who intends to enroll at the Lutheran Theological Seminary of Gettysburg.

The Robert W. Hemperly (1947) Memorial Fund: The fund was established in memory of Dr. Hemperly by Mr. and Mrs. G. M. Easley. The income is awarded annually to one or more needy students of high academic ability and outstanding personal qualifications, preference being given to a student preparing for a career in medicine or dentistry.

C. F. Hildebrand (1920) Scholarship Fund: The income from a fund is used to aid worthy preministerial students.

Edgar L. Hildebrand (1928) Scholarship Fund: The income from a fund established by Louis O. Hildebrand as a memorial to his son Edgar L. Hildebrand is awarded each year to worthy students of the College.

Dr. and Mrs. Leslie M. Kauffman Scholarship Fund: The income from a fund donated by Dr. Leslie M. (1890) and Nellie G. Kauffman is awarded to a deserving student, preference being given to students of Franklin County, Pennsylvania, or preministerial or premedical students.

Hon. Hiram H. Keller (1901) Scholarship Fund: The income from a bequest by Mr. Keller, a former trustee, is granted on the basis of need and ability, preferably to applicants from Bucks County, Pennsylvania.

Alvan Ray Kirschner Scholarship Fund: The fund was established by Mr. and Mrs. C. J. Kirschner in memory of their son who lost his life in World War I. The income from the fund is awarded to two students, preference being given to applicants from Hazleton and vicinity. Applications for these scholarships should be made directly to Mr. Carl E. Kirschner, Attorney at Law, Northeastern Building, Hazleton, Pennsylvania 18201.

Klette Scholarship Fund: The income from a fund established by Dr. Immanuel Klette (1939) and friends in honor of Mrs. Margaret Klette, is awarded to a student (for students) whose activities evidence an innovative accomplishment and potential in the promotion of human betterment.

Kathleen M. and Samuel W. Knisely (1947) Scholarship Fund: The income from a fund established by Dr. and Mrs. Samuel W. Knisely is awarded to students majoring in or intending to major in biology or chemistry who show promise for contributions to their chosen field of study.

The Rev. Frederick R. Knubel (1918) Memorial Scholarship Fund: The income from a fund given by John M. McCullough (1918) in memory of his classmate, is awarded to an outstanding senior ministerial student who has financial need.

Bernard S. Lawyer (1912) Scholarship Fund: The income from a bequest shall be awarded to needy and deserving students, preference to be given first to members or former members of St. Mary's Evangelical Lutheran Church, Silver Run, Maryland, and second to members or former members of Evangelical Lutheran Churches in Maryland and Pennsylvania.

Clarence Gordon and Elfie Leatherman Scholarship Fund: The income from a fund given by the Leathermans is awarded to a deserving preministerial student.

The Rev. H. J. H. Lemcke (1860) Memorial Scholarship Fund: The income from a fund given by Ruth Evangeline Lemcke in memory of her father is awarded to worthy male students who are graduates of Pennsylvania secondary schools.

Frank M. Long (1936) Memorial Scholarship Fund: The income from a fund is given in memory of Frank M. Long to worthy students.

The Lutheran Brotherhood Fund for Lutheran

Students: The income from a fund established by The Lutheran Brotherhood to be awarded to one or more worthy and promising Lutheran students who demonstrate financial need.

Charles B. McCollough, Jr. Memorial Scholarship Fund:

The income from a fund provided by Charles B. McCollough (1916) and Florence McCollough in memory of their son and by H. R. Earhart in memory of his grandnephew is awarded to one or more worthy male students.

William R. McElhiney (1936) Scholarship Fund: The income from a fund provided by William R. and Pauline McElhiney to be awarded annually and to be divided equally among needy and deserving students who demonstrate an interest in the College band and College choir.

Charles H. May (1904) Scholarship Fund: The income from a bequest by Mr. May is awarded to deserving male students from York County, Pennsylvania.

Dr. John E. Meisenholder (1897) Scholarship Fund: The income from a bequest by Dr. Meisenholder is awarded to a deserving student.

Forrest L. Mercer (1908) Scholarship Fund: The income from a bequest by Forrest L. Mercer is awarded to a deserving and needy student.

J. Elsie Miller (1905) Scholarship Fund: The income from a bequest by Mr. Miller is awarded to a preministerial student.

Miller-Dewey Scholarship Fund: The income from a bequest by the Rev. Adams B. Miller (1873) is awarded to a deserving student.

Rev. William J. Miller (1903) Scholarship Fund: The income from a bequest by Mary Willing Miller is awarded to worthy young persons. Preference is given to students preparing for the Lutheran ministry and especially to those from Tabernacle Evangelical Lutheran Church, Philadelphia, Pennsylvania.

Musselman Scholarship Fund: The income from a fund established by The Musselman Foundation, to be awarded to a deserving student, with preference given to sons or daughters of employees of the Musselman Fruit Product Division, Pet Incorporated.

John Spangler Nicholas (1916) Scholarship Fund: The income from a bequest by John Spangler Nicholas is awarded to a member of the Junior or Senior Class of sterling character and high intellectual ability in the Department of Biology, preferably zoology.

Nellie Oller and Bernard Oller Memorial Scholarship Fund: The income from a bequest by Ida R. Gray in memory of her daughter and son-in-law is awarded to a deserving student, preference being given to a Lutheran applicant from Waynesboro, Pennsylvania.

Lovina Openlander Scholarship Fund: The income from the fund is awarded to needy and deserving students.

Thomas O. Oyler Scholarship Fund: The income from a fund provided by Thomas O. Oyler, Sr., and his wife Janet B. Oyler, in honor of their children, Thomas O. Oyler, Jr., Jane A. Oyler, Jerome P. Oyler, William J. Oyler (77), and Susan T. Oyler (85), to be awarded annually to a deserving Pennsylvania student whose major is Management or German with elective courses in the other field of study.

The Lillian M. and William H. Patrick, Jr. (1916) Scholarship Award: The income from a bequest by William H. Patrick, Jr., is awarded on a competitive basis to students with musical ability.

Willard S. Paul Scholarship Fund: The income from a fund contributed in his honor by friends of the College on the occasion of President Paul's retirement and thereafter awarded to a deserving student.

Earl G. Ports (1923) Scholarship Fund: The income from a fund provided by Horace G. Ports (1925) in memory of his brother is awarded to a worthy student preferably in the Department of Physics.

Dr. and Mrs. Carl C. Rasmussen Scholarship Fund: The income from a fund donated by The Reverend Carl C. (1912) and Alma I. Rasmussen is awarded to a deserving student. Preference is given to a student preparing for the ministry in the Lutheran Church.

Rev. Clay E. Rice (1911) Scholarship Fund: The income from a fund established by Minnie Catherine Rice in honor of her husband, Rev. Clay E. Rice, is awarded to a student preparing for the ministry.

James A. Rider (1942) Scholarship Fund: The income from a fund established by James A. Rider is awarded to worthy and deserving students determined to be in financial need. Preference is to be given first to dependents of active employees of Thermos Industries, Inc., of Raleigh, North Carolina; second, to students who compete in intercollegiate athletics; and third, to students who may be orphans.

Lawrence E. Rost (1917) Fund: The income from a fund established by Jeanne Preus Rost in memory of her husband, Lawrence E. Rost, is awarded to deserving students, descendants of Charles A. Rost, Red Lion, York County, Pennsylvania, being given first consideration.

Philip P. Rudhart Scholarship Fund: The income from a bequest by Emma Bennix in memory of her brother is awarded to deserving male students.

Mary Sachs Scholarship Fund: The income from a fund established as a memorial to Mary Sachs is awarded to a needy and deserving student, preference given to a student in business administration whose interests are in retailing.

Andrew C. Schaedler Foundation Scholarship: The income from a fund established as a memorial to Andrew C. Schaedler is awarded to worthy and needy students from Central Pennsylvania who graduated from a high school located in Dauphin, Lebanon, Cumberland, York, Franklin, Lancaster, Perry, Mifflin, Adams, Northumberland, or Huntingdon County.

Calvin L. Schlueter Scholarship Fund: The income from a bequest by Calvin F. Schlueter is awarded to needy and promising students.

Gregory Seckler (1965) Memorial Scholarship Fund: The income from a fund given by Mr. and Mrs. J. M. Arnold, Sr., in memory of Gregory Seckler, is awarded to a deserving student, preference being given to an English major.

Ralph E. Sentz (1949) Scholarship Fund: The income from a fund provided by Ralph E. Sentz, loyal alumnus and member of the Board of Fellows of Gettysburg College, and his wife, Veronica, to be awarded annually to needy and deserving students, preference being given to those with disabilities.

Edgar Fahs Smith (1874) Scholarship: The income from a fund provided by Margie A. Smith in honor of her father, Edgar Fahs Smith, is given to a student recommended by the Chemistry Department.

Mary Ann Ocker Spital Scholarship Fund: The income from a bequest is awarded to a qualified male student.

Edward J. Stackpole Scholarship Fund: The income from a fund contributed by the friends of General Stackpole is awarded to a deserving student, preference being given to a student in American history interested in the Civil War.

The Rev. Milton H. Stine (1877) and Mary J. Stine Memorial Scholarship Fund: The income from a fund provided by Dr. Charles M. A. Stine (1901) in memory of his parents is awarded to a preministerial student.

Dr. J. H. W. Stuckenberg Scholarship Fund: The income from a bequest by Dr. Stuckenberg is awarded to a qualified student.

Surdna Foundation Scholarship: The income from a gift of the Surdna Foundation is awarded to students of exceptional academic ability and outstanding promise of contributions to the College.

Warren L. Swope (1943) Scholarship Fund: The income from a fund contributed by Warren L. Swope, a career diplomat, is awarded to a qualified student, preference being shown to students of American parentage who have spent a significant portion of their pre-college years abroad.

William J. (1929) and Ruth Krug Thomas (1928) Scholarship Fund: The income from a fund given by the Thomases in gratitude for the contribution the College has made toward the enrichment of their lives; to be given to worthy students, preferably English majors.

Colonel Walter K. Thrush Fund: The income from a fund provided by the estate of Edna L. Thrush in memory of her husband, Walter K. Thrush (1919), to assist a student who is a member of ATO Fraternity endeavoring in the course of engineering, the recipient to be chosen by the Trustees of the College.

Parker B. Wagnild Scholarship Fund: The income from a fund contributed by alumni and friends of the Gettysburg College Choir is given to needy and deserving students in the Music Department.

The John G. Walborn (1937) Scholarship Fund: The income from a fund provided by John G. Walborn is given to needy and deserving students, preferably those majoring in Economics or Business Administration.

The Stuart Warrenfeltz Memorial Fund: The income from a bequest by Ethel Warrenfeltz McHenry in memory of her son Stuart Warrenfeltz is awarded to a worthy young man, preference being given to students from Funkstown, Washington County, Maryland.

Dr. Rufus B. Weaver (1862) Scholarship Fund: The income from a bequest by Dr. Weaver is awarded to deserving students.

Senator George L. Wellington Scholarship Fund: The income from a bequest by Mr. Wellington is awarded to a deserving Lutheran preministerial student.

Richard C. Wetzel Scholarship: The income from a fund contributed by Richard C. Wetzel is awarded to a deserving and needy student.

Jeremiah A. Winter and Annie C. Winter Memorial Scholarship Fund: The income from a fund contributed by Amelia C. Winter in memory of her parents is granted to a needy and deserving student.

Norman S. Wolf (1904) Scholarship Fund: The income from a fund contributed by Dr. Spurgeon M. Keeny (1914) in honor of the Rev. Norman S. Wolf is awarded to a worthy student, preference being given to a student who is fatherless.

Woman's League Scholarship Fund: The income from a fund established by The Woman's General League of Gettysburg College to be awarded to needy and promising students.

John B. Zinn Scholarship Fund: A fund established by friends and former students of Professor John B. Zinn, former Chairman of the Chemistry Department, to provide support for promising students, who demonstrate need, with preference given to students preparing for fields associated with the healing arts.

Loan Funds for Students

The Rev. Edward I. Morecraft (1924) Memorial Loan Scholarship Fund: This fund was established by the St. James Lutheran Church of Stewart Manor, Long Island, in memory of its former pastor.

Milton T. Nafey and Mary M. Nafey Student Loan Fund: A bequest from the estate of Mary M. Nafey provides a fund for student loans.

The Charles H. Rothfuss and Martha Huffman Rothfuss Loan Scholarship Fund: This fund was contributed by Dr. E. Lloyd Rothfuss (1916) in memory of his parents.

Other Aid for Students

Scholarships

AAL Lutheran Campus Scholarship: Aid Association for Lutherans makes available scholarship funds each year to assist needy students who hold membership with the association. Selection of recipients is made by the College.

Army ROTC Scholarships: United States Army Scholarships provide part or full tuition scholarships to some students enrolling in the ROTC program. After completing their education, students enter active duty in the United States Army as commissioned officers. Information on these scholarships may be acquired by writing to the Army ROTC, Gettysburg College, Gettysburg, Pa. 17325.

Frank D. Baker Scholarship Fund: An award available to aid worthy students in immediate need. Selection of recipients is made by the College.

Lutheran Brotherhood Lutheran Senior College Scholarship: The scholarships are awarded to Lutheran students who will begin their first year of post-secondary study at Gettysburg College. Recipients are selected by Gettysburg College on the basis of scholastic achievement, religious leadership, and financial need.

Lutheran Brotherhood Members' Scholarship Program: Established to assist Lutheran Brotherhood members attending accredited post-secondary institutions. Information is available from Lutheran Brotherhood, 701 Second Avenue South, Minneapolis, Minnesota 55402.

Frank L. Daugherty (1922) Scholarship Fund: The income from a trust established by Frank L. Daugherty is awarded to a deserving York County resident who would not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

Christian R. and Mary F. Lindback Foundation Scholarship Fund: The scholarship is awarded preferentially to residents of New Jersey, Pennsylvania, Delaware, or Maryland who are of high character and ability.

Guy L. Moser Fund: Mr. Guy L. Moser established a trust fund to support grants to male students from Berks County, Pennsylvania, who are majoring in American history and who rank in the upper third of their class. Applications for these grants should be made directly to the National Central Bank, 515 Penn Street, Reading, Pennsylvania 19603.

Charlotte L. Noss Scholarship Fund: The income from a trust established by Charlotte Noss is awarded to a deserving female student from York County, Pennsylvania, who will not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

The Ernest D. Schwartz (1916) Scholarship Fund: The income from a fund established in memory of Ernest D. Schwartz is awarded to a needy and worthy student. The recipient is selected by the College.

Weaver-Bittinger Classical Scholarship: The income from a trust created by Rufus M. Weaver (1907) is awarded to a needy and deserving student(s) who has demonstrated outstanding academic achievement. Recipients are selected by Gettysburg College.

State and Federal Scholarship Programs

Pell Grant: A federal grant program to enable students to attend colleges and universities; awarded by the Office of Education.

State of Connecticut Scholarship: An award given by the State of Connecticut to students who are residents of Connecticut. The students are selected on the basis of academic achievement and financial need. Information on these scholarships should be acquired from the high school guidance office.

Maryland Scholarship: An award made available by the State of Maryland to residents of Maryland. The recipients are selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

Pennsylvania Higher Education Grant: An award given to students who are residents of Pennsylvania, selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

There are other states with scholarship and/or grant programs. Further information may be available at high school guidance offices.

State and Federal Loan Program

Guaranteed Student Loan: This education loan program enables students to borrow directly from a bank, credit union, savings and loan association or other participating lender. Students may borrow up to \$2,500 per academic year, \$12,500 maximum for undergraduate study. The interest rate is 8% and repayment of the principal and interest begins 6 months after completion of college.

Parent Loan for Undergraduate Study: Parents of dependent undergraduate students may borrow up to \$3,000 per academic year through this federally sponsored program. Total borrowing may not exceed \$15,000, and the repayment period can be from 5 to 10 years, beginning 60 days after the first loan is advanced. Applications for PLUS loans may be obtained at a participating lender.

Cooperative Installment Payment Plan

In affiliation with a local bank, Gettysburg College offers an installment payment plan to parents that covers a portion of the yearly educational costs. Interest rates are fixed over the term of the repayment schedule, which may be from one to five years, beginning 45 days after execution of the note. The College is the guarantor of each loan; therefore, the interest rate is lower than the regular market rate. Application is made through the Financial Aid Office.





GETTYSBURG

Register

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Gettysburg, Pennsylvania

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Vice President. Butter Krust Baking Company,

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Professor, Director.

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UCLA, Los Angeles, California

Kerry M. Berk (1984)

Staff Manager-Financials Division

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Attorney. Hollidaysburg, Pennsylvania

Lavern H. Brenneman (1962-1974) (1976)

Retired Chairman and President.

York Shipley, Inc.

York, Pennsylvania

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Clark Metals, Inc.

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Gettysburg, Pennsylvania

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Charles H. Falkler (1973)

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Gettysburg, Pennsylvania

Bruce S. Gordon (1983)

Marketing Manager, Bell of Pennsylvania

Philadelphia, Pennsylvania

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Mutual Inspection Bureau,

Harrisburg, Pennsylvania

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President, Chief Operating Officer, Director.

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Lawrenceville, New Jersey

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Pastor, St. Paul's Evangelical Lutheran Church

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Angeline F. Haines (1973)

Lutherville, Maryland

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President. L.B. Smith, Inc.

Camp Hill, Pennsylvania

Judith W. Kip (1974)

Wyncote, Pennsylvania

Ernest J. Kruse (1984)

District Manager.

Chief Financial Officer's Organization

AT&T Company

New Brunswick, New Jersey

Howard J. McCarney (1958-1960)(1966) *ex-officio*

Bishop. Central Pennsylvania Synod,

Lutheran Church in America,

Harrisburg, Pennsylvania

Ramon R. Naus (1975)

Chairman of the Board.

Naus and Newlyn, Inc.,

Philadelphia, Pennsylvania

Patrick F. Noonan (1978)

President.

Conservation Resources, Inc.,

Potomac, Maryland

Thomas C. Norris (1974)

President and Chief Executive Officer.

P. H. Glatfelter Company,

Spring Grove, Pennsylvania

James A. Perrott (1975)

Retired Judge.

Baltimore, Maryland

A. N. Pritzker (1981)

Vice Chairman of the Board.

Hyatt Corporation,

Chicago, Illinois

***John S. Rice** (1939–1968)(1969–1972)
Former Ambassador to the Netherlands.
Fort Lauderdale, Florida

Carroll W. Royston (1973)
Attorney. Baltimore, Maryland

Samuel A. Schreckengaust, Jr. (1973)
Attorney.
Harrisburg, Pennsylvania

Arline E. Shannon (1981)
Lititz, Pennsylvania

***William H. B. Stevens** (1959–1971)
Gettysburg, Pennsylvania

***F. William Sunderman, M.D.** (1967–1979)
Director. Institute for Clinical Sciences,
Philadelphia, Pennsylvania

James I. Tarmen (1978)
Director of Athletics.
Pennsylvania State University,
University Park, Pennsylvania

James R. Thomas (1981)
Vice President—Finance.
CPC North America,
Allendale, New Jersey

Richard L. Unger (1981)
Agent. Lutheran Brotherhood Insurance,
Gettysburg, Pennsylvania

Earl W. Zellers (1979)
Pastor. St. Mark Lutheran Church,
Annville, Pennsylvania

Morris G. Zumbrun (1982) *ex-officio*
Bishop. Maryland Synod
Lutheran Church in America
Baltimore, Maryland

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Washington, D. C.

Harold Brayman
Wilmington, Delaware

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York, Pennsylvania

William S. Eisenhart, Jr.
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Cockeysville, Maryland

Paul M. Orso
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Camp Hill, Pennsylvania

Herman G. Stuempfle, Jr.
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York, Pennsylvania

Howard Trexel
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Donald K. Weiser
Gettysburg, Pennsylvania

Bertram M. Wilde
Philadelphia, Pennsylvania

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Gettysburg, Pennsylvania

Irvin G. Zimmerman
Swarthmore, Pennsylvania

¹ *The dates following the names indicate years of previous service and the beginning year of present service on the Board of Trustees.*

**Honorary Life Trustee*

Administration (1984-1985 Academic Year)

- Charles E. Glassick** 1977-
President and Professor of Chemistry
B.S., Franklin and Marshall College; M.A., Ph.D.,
Princeton University; D.Sc., University of Richmond
- Julie L. Ramsey** 1981-
Assistant to the President
B.A., Denison University; M.A.,
Indiana University
- Karl J. Mattson** 1977-
Chaplain
B.A., Augustana College (Illinois); B.D.,
Augustana Theological Seminary; S.T.M., Yale Divinity
School
- Luka Marari** 1984-
Assistant Chaplain
B.D., Makumira Theological College
- Dwight A. Huseman** 1971-
Systems and Serials Librarian and
Director of Church Relations
A.B., Susquehanna University; B.D., S.T.M.
Lutheran Theological Seminary, Philadelphia;
M.S.L.S., Drexel University
- David B. Potts** 1979-
Dean of the College and Professor of History
B.A., Wesleyan University; M.A., Ph.D., Harvard University
- G. Ronald Couchman** 1967-
Assistant Dean of the College and Registrar
B.A., Gettysburg College
- Linda A. Rubel** 1982-
Assistant Dean of the College
B.A., The Pennsylvania State University;
M.A., Ph.D., University of North Carolina
- Robert C. Nordvall** 1972-
Associate Dean of the College
B.A., DePauw University; J.D., Harvard Law School;
Ed.D., Indiana University
- Richard K. Wood** 1969-
Director of Academic Computing
B.A., Earlham College; M.S. (2), University of Wisconsin
- Kim S. Breighner** 1975-
Computer Operator
A.S., York College of Pennsylvania
- William Wilson** 1979-
Coordinator of Academic Computing
B.A., Gettysburg College; M.A., Ph.D., University of
Connecticut
- Willis M. Hubbard** 1983-
College Librarian
B.A., Monmouth College (Illinois); M.S., University
of Illinois; M.A., Southern Illinois
University

- Mary G. Burel**
Technical Services Librarian
B.A., University of Oklahoma; M.S.L.S., Florida
State University
- David T. Hedrick** 1972-
Audio Visual Services Librarian
B.A., Emory and Henry College; M.A.,
University of Denver
- Dwight A. Huseman** 1971-
Systems and Serials Librarian and
Director of Church Relations
A.B., Susquehanna University; B.D., S.T.M.,
Lutheran Theological Seminary, Philadelphia;
M.S.L.S., Drexel University
- Anna Jane Moyer** 1961-
Readers' Service Librarian
A.B., Susquehanna University; M.S.L.S.,
Drexel University
- Martha N. Payne** 1984-
Catalog Librarian
L.W.C.M.D., Welsh College of Music and
Drama, Wales; Certificate in Education, University
of Wales, Cardiff; M.L.S., Indiana University
- Frances H. Playfoot** 1972-
Assistant Readers' Services Librarian
B.A., The George Washington University;
M.S.L.S., Shippensburg State College
- Frank B. Williams** 1966-
Dean of Educational Services
B.A., M.A.T., Wesleyan University; Ed.D.,
University of Pennsylvania
- Salvatore Ciolino** 1971-
Associate Dean of Educational Services
B.A., State University of New York at Geneseo;
M.S., State University of New York at Albany; D.Ed.,
Nova University
- Ronald L. Shunk** 1983-
Director of Financial Aid
B.A., M.Ed., The Pennsylvania State University
- Edward G. Hook** 1982-
Director of Administrative Computing
B.A., Lycoming College
- Nancy C. Locher** 1968-
Dean of Student Advisement
B.A., Mary Baldwin College; M.A., University of
North Carolina
- Delwin K. Gustafson** 1967-
Director of Admissions
B.A., Augustana College (Illinois); J.D., University of
Nebraska
- Donald L. Anderson** 1982-
Admissions Counselor
B.A., Franklin and Marshall College
- Daniel A. Dundon** 1972-
Associate Director of Admissions
B.A., State University of New York at Buffalo;
M.A., Eastern Michigan University

- Janet Frick** 1980–
Assistant Director of Admissions
B.A., Gettysburg College
- Jean LeGros** 1978–
Associate Director of Admissions
B.A., Gettysburg College
- Jennifer Seller** 1984–
Admissions Counselor
B.A., Dickinson College
- Gail Swezey** 1983–
Admissions Counselor
B.A., Allegheny College
- Robert T. Hulton** 1957–
Director of Intercollegiate Athletics and Associate
Professor of Health and Physical Education
B.A., Grove City College
- Lois J. Bowers** 1969–
Coordinator of Women's Athletics and Head Coach
of Field Hockey and Women's Lacrosse
B.S., Temple University; M.Ed., Western Maryland
College
- Doreen M. Drexel** 1984–
Head Coach, Women's Volleyball and Women's Tennis
B.S., M.S., Frostburg State College
- Kevin Higgins** 1982–
Assistant Coach of Football and Baseball
B.S., West Chester State College; M.ed.,
East Stroudsburg State College
- R. Eugene Hummel** 1957–
Head Baseball Coach and Associate Professor of Health
and Physical Education
B.A., Gettysburg College; M.A., Columbia University
- Anne Hurst** 1984–
Head Coach of Women's Basketball and Softball
B.A., M.A., Morehead State University
- George E. Kennedy, Jr.** 1980–
Head Swimming Coach
A.B., M.A.T., University of North Carolina
- Kevin R. Kiesel** 1984–
Head Wrestling Coach and Assistant Football Coach
B.A., Gettysburg College; M.A., West Chester
University
- J. Edward Riggs, Jr.** 1984–
Head Coach, Track/Cross Country
B.A., Gettysburg College; M.Ed., Western Maryland
College
- Barry H. Streeter** 1975–
Head Football Coach and Assistant Professor
of Health and Physical Education
B.A., Lebanon Valley College; M.S., University
of Delaware
- Lawrence J. Zelenz** 1980–
Head Men's Soccer Coach and Assistant Director of
Intercollegiate Athletics
B.A., M.A.T., DePauw University
- Susan M. Brady** 1982–
Dean of Student Life
B.S., Ed.D., University of Massachusetts, Amherst
- Mary D. Gutting** 1979–
Associate Dean of Student Life
B.S., University of Northern Colorado;
M.Ed., Colorado State University
- Bruce A. Jacobs** 1983–
Assistant Dean of Student Life
B.S., M.S., State University of New
York at Brockport
- Deanna Forney** 1978–
Director of Career Services
B.A., Gettysburg College; M.A., The
Pennsylvania State University; M.A., University of
Maryland
- Sally M. Campbell** 1983–
Assistant Director of Career Services
B.A., Colgate University; M.S.,
Indiana University
- Rebecca Sisley** 1984–
Career Counselor
B.A., Thiel College; M.A., Indiana University
- William H. Jones** 1964–
Coordinator of Counseling
B.A., Eastern Nazarene College; M.A., University of
Wisconsin; Ed.D., Boston University
- Frances Parker** 1980–
Counseling Psychologist
B.A., M.A., University of Kentucky
- M. Jacquelyn McArdle** 1983–
Clinical Consultant
B.A., Carlow College; M.S., Marquette University;
M.D., The Medical College of Pennsylvania
- J. Michael McGrath** 1967–
Clinical Consultant
B.S., University of Notre Dame; M.D.,
Temple University School of Medicine
- Edward F. McManness** 1970–
Director of the College Union
B.S., M.S., East Texas State University;
M.B.A., Mt. St. Mary's College
- Miriam Langa** 1982–
Program Director, College Union
B.A., University of Massachusetts
- Clare N. Shumway** 1977–
Medical Director
M.D., University of Buffalo School of Medicine
- Douwe L. Radsma** 1961–
College Physician
M.D., University of Amsterdam
- Joyce P. Hafer** 1984–
Head Nurse
B.S., Kent State University; M.A., University of
South Florida

John J. Schlegel 1976-
Treasurer and Business Manager
B.S., M.B.A., Temple University

Roland E. Hansen 1973-
Assistant Business Manager
B.A., Nebraska Wesleyan University

Michael Malewicki 1976-
Director of Personnel
B.A., Gettysburg College; M.S., Shippensburg State
College; M.B.A., Mt. St. Mary's College

Gary L. Anderson 1973-
Director of Auxiliary Services
B.A., University of Albuquerque;
M.B.A., Mt. St. Mary's College

Thomas Phizacklea 1982-
Manager, College Store
B.A., University of Pittsburgh, Johnstown

Jay P. Brown 1947-
Bursar
Certificate, American Institute of Banking

Jack S. Krafft 1970-
Director of Safety and Security

James TenBrook 1982-
Director of Physical Facilities
B.S., U. S. Naval Academy; M.S., Texas A & M
University; M.A., Columbia University

Richard Page Allen 1978-
Vice President for College Relations
A.B., Lafayette College

Gary Lowe 1978-
Associate Vice President for College Relations
B.S., Denison University; M.S., Miami University

Bruce Bigelow 1983-
Director of Major Gifts/Planned Giving
B.A., College of Wooster; M.A., Ph.D.,
University of Chicago

Arthur G. Wasserman 1983-
Assistant Director of Development for
Special Support Programs
A.B., Dickinson College

Marguerite Carroll Zelenz 1977-
Director of Annual Giving
B.A., Duke University

Karen L. Scheible 1982-
Associate Director of Annual Giving
B.A., Muhlenberg College

Carol Kefalas 1984-
Director of Public Relations
B.A., M.A., University of Iowa; Ph.D., University of
Georgia

Linda Lagle 1984-
Associate Director of Public Relations
B.A., Coe College

Robert D. Kenworthy 1965-
Associate Director of Public Relations

Robert D. Smith 1965-
Director of Alumni Relations
B.S., Gettysburg College; M.S., Shippensburg State
College

The Faculty (1984-85 Academic Year)

Charles E. Glassick 1977-
President and Professor of Chemistry
B.S., Franklin and Marshall College; M.A., Ph.D., Princeton
University; D.Sc., University of Richmond

David B. Potts 1979-
Dean of the College and Professor of History
B.A., Wesleyan University; M.A., Ph.D., Harvard University

Emeriti

R. Henry Ackley 1953-1976
Professor of Music, Emeritus
B.A., Western Maryland College; Teacher's Certificate in
Voice, Peabody Conservatory of Music

Albert Bachman 1931-1963
Professor of Romance Languages, Emeritus
Ph.D., University of Zurich; Agregation, University of
Zurich; Ph.D., Columbia University

Guillermo Barriga 1951-1981
Professor of Romance Languages, Emeritus
B.S., Columbian Naval Academy; M.A., Middlebury
College; Ph.D., University of Madrid

Robert L. Bloom 1949-1981
Professor of History, Emeritus
B.S., Shippensburg State College; M.A., Duke University;
Ph.D., Columbia University

Harry F. Bolich 1947-1980
Professor of Speech, Emeritus
Sc.B., Sc.M., Bucknell University

Henry T. Bream 1926-1969
Professor of Health and Physical Education, Emeritus
B.S., Gettysburg College; M.A., Columbia University

Albert W. Butterfield 1958-1972
Professor of Mathematics, Emeritus
B.S., United States Naval Academy; M.S., University of
Michigan

Glendon F. Collier 1957-1983
Professor of German and Russian, Emeritus
B.A., Franklin and Marshall College; M.A.,
University of California, Berkeley

Martin H. Cronlund 1957-1973
Dean, Emeritus
B.A., Gettysburg College; M.A., Temple University

Helen H. Darrah 1961-1977
Professor of Biology, Emerita
B.S., M.S., University of Pittsburgh

William C. Darrah 1957-1974
Professor of Biology, Emeritus
B.S., University of Pittsburgh; L.H.D., Gettysburg College

Harold A. Dunkelberger 1950-1983
Professor of Religion, Emeritus
B.A., Gettysburg College; B.D., Lutheran
Theological Seminary, Gettysburg; Ph.D.,
Columbia University; D.D., Susquehanna University

Edith Fellenbaum 1963-1968
Professor of Education, Emerita
B.A., Gettysburg College; M.A., The Johns Hopkins
University

John G. Glenn 1925-1966
Professor of Classics, Emeritus
B.A., M.A., Wesleyan University; Ph.D., Princeton
University

Caroline M. Hendrickson 1959-1984
Professor of Spanish Emerita
A.B., Wellesley College; M.A., Columbia University

Chester E. Jarvis 1950-1980
Professor of Political Science, Emeritus
A.B., M.A., University of California, Berkeley; Ph.D.,
University of Pennsylvania

Arthur L. Kurth 1962-1983
Professor of French, Emeritus
B.A., Yale College; Ph.D., Yale University

M. Scott Moorhead 1955-1981
Professor of Mathematics, Emeritus
B.S., M.A., Washington and Jefferson College; Ph.D.,
University of Pittsburgh

Charles E. Platt 1957-1983
Professor of Psychology, Emeritus
A.B., Wittenberg University; M.A., Ph.D.,
Ohio State University

Ingolf Qually 1956-1982
Professor of Art, Emeritus
B.A., St. Olaf College; B.F.A., M.F.A.,
Yale University

James H. Richards 1974-1983
Librarian Emeritus
B.A., Wesleyan University; B.S.L.S.,
Columbia University; M.A., Wesleyan University

Norman E. Richardson 1945-1979
Professor of Philosophy, Emeritus
A.B., Amherst College; B.D., Yale Divinity School; Ph.D.,
Yale University

Katherine K. Taylor Rood 1947-1966
Professor of English, Emerita
B.A., University of Oregon

Russell S. Rosenberger 1956-1981
Professor of Education, Emeritus
B.S., Geneva College; M.Litt., Ed.D., University of
Pittsburgh

Calvin E. Schildknecht 1959-1979
Professor of Chemistry, Emeritus
B.S., Gettysburg College; Ph.D., The Johns Hopkins
University

Henry Schneider, III 1964-1981
Professor of German, Emeritus
A.B., M.A., Ph.D., Princeton University

W. Richard Schubart 1950-1981
Professor of Philosophy, Emeritus
A.B., Dartmouth College; A.M., Columbia University

Walter J. Scott 1959–1984
Professor of Physics, Emeritus
B.A., Swarthmore College; M.S., Lehigh University

Jack Douglas Shand 1954–1984
Professor of Psychology, Emeritus
B.A., Amherst College; M.A., Harvard University;
Ph.D., University of Chicago

Charles A. Sloat 1927–1968
Professor of Chemistry, Emeritus
B.S., Gettysburg College; M.A., Haverford College; Ph.D., Princeton University

Lillian H. Smoke 1959–1974
Librarian, Emerita
B.A., Juniata College; B.S.L.S., Columbia University

Parker B. Wagnild 1937–1976
Professor of Music, Emeritus
B.A., St. Olaf College; B.D., Lutheran Theological Seminary, Gettysburg; M.S.M., Union Theological Seminary; M.A., New York University; Mus.D., Thiel College; D.D., Gettysburg College

Glenn S. Weiland 1949–1974
Professor of Chemistry, Emeritus
B.S., M.S., Ph.D., University of Maryland

Richard T. Wescott 1966–1984
Professor of Health and Physical Education, Emeritus
A.B., Colby College; M.Ed., Boston University; P.E.D., Indiana University

Conway S. Williams 1949–1980
Professor of Economics and Business Administration, Emeritus
A.B., Columbia University; M.S., Columbia University School of Business

Waldemar Zagars 1956–1974
Professor of Economics, Emeritus
Dr. oec., University of Riga

Current Faculty

James Agard 1982–
Associate Professor of Art, Department Chairperson
B.S., The State University of New York at New Paltz;
M.F.A., Rutgers University

Charlotte E. S. Armster 1984–
Assistant Professor of German
B.A., Eastern Michigan University; M.A., Middlebury College; Ph.D., Stanford University

Paul R. Baird 1951–
Associate Professor of Business Administration
B.A., M.A., The Pennsylvania State University

Robert D. Barnes 1955–
Dr. Charles H. Graff Professor of Biology
B.S., Davidson College; Ph.D., Duke University

Edward J. Baskerville 1956–
Professor of English
B.S., Lehigh University; M.A., Ph.D., Columbia University

Neil W. Beach 1960–
Associate Professor of Biology
B.S., M.S., Ph.D., University of Michigan

F. Eugene Belt 1966–
Associate Professor of Music
A.B., Western Maryland College; M.A., New York University

Gareth V. Biser¹ 1959–
Associate Professor of Health and Physical Education
B.S., Gettysburg College; M.S., Syracuse University

A. Bruce Boenau 1957–
Professor of Political Science
A.B., Amherst College; A.M., Ph.D., Columbia University

Gabor S. Boritt 1981–
Associate Professor of History
B.A., Yankton College; M.A., University of South Dakota; Ph.D., Boston University

Donald M. Borock 1974–
Associate Professor of Political Science, Department Chairperson
B.A., M.A., Ph.D., University of Cincinnati

Bruce W. Bugbee² 1958–
Associate Professor of History
A.B., College of William and Mary; A.M., Ph.D., University of Michigan

Ronald D. Burgess 1980–
Assistant Professor of Spanish
B.A., Washburn University of Topeka; M.A., Ph.D., University of Kansas

Mary K. Camac 1984–
Instructor in Psychology
B.A., University of Delaware; M.A., Princeton University

Debra Campbell 1983–
Assistant Professor of Religion
B.A., Mount Holyoke College; Ph.D., Boston University

A. Ralph Cavaliere 1966–
Professor of Biology, Department Chairperson
B.S., M.S., Arizona State University; Ph.D., Duke University

Ronald C. Cere 1983–
Assistant Professor of Spanish
B.A., City College of the City University of New York; M.A., Queens College of the City University of New York; Ph.D., New York University

John F. Clarke 1966–
Professor of English
B.A., Kenyon College; M.A., Stanford University

William S. Clayton 1984–
Assistant Professor of Biology
B.S., Brooklyn College of the City University of New York; M.A., Ph.D., State University of New York at Buffalo

Chan L. Coulter 1958–
William Bittinger Professor of Philosophy, Department Chairperson
B.A., University of Iowa; M.A., Ph.D., Harvard University

- David J. Cowan²** 1965–
Associate Professor of Physics, Department Chairperson
B.S., M.A., Ph.D., University of Texas
- Basil L. Crapster** 1949–
Adeline Sager Professor of History
A.B., Princeton University; A.M., Ph.D., Harvard University
- David L. Crowner** 1967–
Associate Professor of German, Department Chairperson
B.A., Pacific Lutheran University; M.A., Ph.D., Rutgers -
The State University of New Jersey
- Paul R. D'Agostino** 1969–
Professor of Psychology
B.S., Fordham University; M.A., Ph.D., University of
Virginia
- Theodore C. Daniels** 1954–
Professor of Physics
B.A., Oberlin College; Ph.D., Syracuse University
- Joseph D. Donolli** 1971–
Assistant Professor of Health and Physical Education
B.S., University of Delaware; M.Ed., Temple University
- Charles F. Emmons** 1974–
Associate Professor of Sociology and Anthropology
B.A., Gannon College; M.A., Ph.D., University of Illinois
- Ann Harper Fender** 1978–
Associate Professor of Economics, Department
Chairperson
A.B., Randolph Macon Woman's College; Ph.D., The Johns
Hopkins University
- George H. Fick** 1967–
Associate Professor of History
A.B., Harvard University; M.A., University of Minnesota;
Ph.D., Harvard University
- Kermit H. Finstad** 1970–
Associate Professor of Music
B.A., St. Olaf College; M.M., The Catholic University of
America
- David E. Flesner** 1971–
Associate Professor of Mathematics
A.B., Wittenberg University; A.M., Ph.D., University of
Michigan
- Norman O. Forness** 1964–
Associate Professor of History
B.A., Pacific Lutheran University; M.A., Washington State
University; Ph.D., The Pennsylvania State University
- Donald H. Fortnum²** 1965–
Professor of Chemistry
B.S., Carroll College (Wisconsin); Ph.D., Brown University
- Lewis B. Frank** 1957–
Associate Professor of Psychology
B.S., Franklin and Marshall College; M.A., The Johns
Hopkins University
- Robert S. Fredrickson** 1969–
Associate Professor of English
B.A., DePauw University; M.A., University of Minnesota;
Ph.D., University of North Carolina
- Edwin D. Freed** 1948–51, 1953–
Professor of Religion
B.A., Gettysburg College; B.D., Lutheran Theological
Seminary, Gettysburg; Ph.D., Harvard University
- Robert H. Fryling** 1947–50, 1958–
Professor of Mathematics
B.A., Gettysburg College; M.S., Ph.D., University of
Pittsburgh
- Jayne Fuglister**
Instructor in Business Administration
B.B.A., M.B.A., Ohio University; C.P.A., State of West
Virginia
- Robert R. Garnett** 1981–
Assistant Professor of English
B.A., Dartmouth College; M.A., Ph.D., University of Virginia
- Robert M. Gemmill** 1958–
Associate Professor of Economics
B.A., Gettysburg College; M.A., University of Pennsylvania
- Russell P. Getz²** 1976–
Associate Professor of Music
B.S., Lebanon Valley College; M.S., University of
Pennsylvania; Ed.D., The Pennsylvania State University
- Sandra K. Gill** 1984–
Assistant Professor of Sociology and Anthropology
B.S., Auburn University; M.A., University of Alabama;
Ph.D., University of Oregon
- Charles H. Glatfelter** 1949–
Franklin Professor of History
B.A., Gettysburg College; Ph.D., The Johns Hopkins
University
- Gertrude G. Gobbel** 1968–
Associate Professor of Psychology, Department
Chairperson
B.S., The Pennsylvania State University; M.S., University
of Illinois; Ph.D., Temple University
- Leonard S. Goldberg** 1982–
Assistant Professor of English
B.A., University of Michigan; M.A., Ph.D.,
University of Pennsylvania
- Derrick K. Gondwe²** 1977–
Associate Professor of Economics
B.A., Lake Forest College; M.A., University of Wisconsin;
Ph.D., University of Manitoba
- Laurence A. Gregorio** 1983–
Assistant Professor of French
B.A., Saint Joseph's College; M.A.,
Ph.D., University of Pennsylvania
- Winston H. Griffith²** 1978–
Assistant Professor of Economics
B.Sc., University of the West Indies; M.A.,
Ph.D., Howard University
- Joseph J. Grzybowski¹** 1979–
Assistant Professor of Chemistry
B.S., King's College; Ph.D., Case Western Reserve
University

- Louis J. Hammann** 1956–
Professor of Religion
B.A., Gettysburg College; B.D., Yale Divinity School; M.A.,
The Pennsylvania State University; Ph.D., Temple
University
- Jerome O. Hanson** 1984–
Assistant Professor of English
B.A., State University of New York at Fredonia; M.A.,
University of Cincinnati
- CAPT Michael J. Hartman** 1983–
Assistant Professor of Military Science
B.S., The Pennsylvania State University
- J. Richard Haskins** 1959–
Professor of Physics
B.S., University of Texas; Ph.D., Ohio State University
- Peggy Lou Hays** 1983–
Instructor in Business Administration
B.A., Muskingum College; M.B.A., Northwestern
University
- C. Robert Held** 1954–55, 1956–
Assistant Professor of Classics
B.A., Gettysburg College; M.A., Princeton University
- John T. Held** 1960–
Associate Professor of Education
B.A., Gettysburg College; M.A., Columbia University; M.S.,
University of Illinois
- Thomas J. Hendrickson** 1960–
Professor of Physics
B.S., M.S., University of Michigan; Ph.D., Iowa State
University
- Sherman S. Hendrix** 1964–
Associate Professor of Biology
B.A., Gettysburg College; M.S., Florida State University;
Ph.D., University of Maryland
- Janet S. Hertzbach** 1978–
Assistant Professor of English
B.A., Gettysburg College; M.A., Ph.D., Indiana University
- Edmund R. Hill** 1961–
Associate Professor of Economics
B.Com., McGill University; M.A., Ph.D., University of
Pittsburgh
- Donald W. Hinrichs²** 1968–
Associate Professor of Sociology and Anthropology,
Department Chairperson
B.A., Western Maryland College; M.A., University of
Maryland; Ph.D., Ohio State University
- Leonard I. Holder** 1964–
Alumni Professor of Mathematics, Department
Chairperson
B.S., M.S., Texas A & M University; Ph.D., Purdue
University
- Wade F. Hook** 1967–
Professor of Sociology and Anthropology
A.B., Newberry College; B.D., Lutheran Theological
Southern Seminary; M.A., University of South Carolina;
Ph.D., Duke University
- Jeffrey Hoyle** 1984–
Assistant Professor of Chemistry
B.A., York University, United Kingdom; B.A., Open
University, United Kingdom; M.Sc., Leeds University,
United Kingdom; Ph.D., Dalhousie University, Canada
- Mary-Garland Jackson** 1982–
Assistant Professor of Spanish
B.A., Georgetown College; M.A., Ph.D.,
University of Kentucky
- Carolyn M. Jacobson** 1983–
Assistant Professor of Business Administration
A.B., Oberlin College; M.A., Ph.D., Ohio University
- John M. Kellett** 1968–
Associate Professor of Mathematics
B.S., Worcester State College; M.S., Rutgers - The State
University of New Jersey; Ph.D., University of Florida
- Grace C. Kenney** 1948–
Professor of Health and Physical Education, Department
Chairperson
B.S., New York University; M.A., Columbia University
- Elizabeth Riley Lambert** 1984–
Assistant Professor of English
B.A., Duquesne University; M.A., George Mason University;
Ph.D., University of Maryland
- MAJ Philip Lamneck** 1982–
Assistant Professor of Military Science
B.S., Ohio State University; M.M., Webster College
- L. Carl Leinbach** 1967–
Associate Professor of Mathematics, Chairperson of
Computer Studies
B.A., Lafayette College; M.A., University of Delaware;
Ph.D., University of Oregon
- Branko A. Lenski** 1970–
Associate Professor of French
Ph.D., New York University
- Ada G. Lewis** 1977–
Instructor in Business Administration
B.S., M.Ed., Indiana University of Pennsylvania
- Jack S. Locher** 1957–
Associate Professor of English
M.A., University of Chicago; Ph.D., University of
Pennsylvania
- Rowland E. Logan** 1958–
Assistant Professor of Biology
A.B., University of California, Los Angeles; M.S., Ph.D.,
Northwestern University
- John H. Loose** 1959–
Professor of Religion
B.A., Gettysburg College; B.D., Lutheran Theological
Seminary, Gettysburg; M.A., Ph.D., University of Chicago

- Franklin O. Loveland³** 1972–
Associate Professor of Sociology and Anthropology
A.B., Dartmouth College; M.A., Lehigh University; M.A.,
Ph.D., Duke University
- Carolyn M. Magness** 1982–
Assistant Professor of Mathematics
B.A., Merrimack College; M.S., Northern
Arizona University; M.S., Ph.D., University of New
Hampshire
- Mohammad G. Majd** 1984–
Assistant Professor of Economics
M.A., St. Andrews University, United Kingdom; M.A.,
Manchester University, United Kingdom; Ph.D., Cornell
University
- Richard T. Mara** 1953–
Sahm Professor of Physics
B.A., Gettysburg College; M.S., Ph.D., University of
Michigan
- Laurence A. Marschall** 1971–
Professor of Physics
B.S., Cornell University; Ph.D., University of Chicago
- Janet M. Martin** 1983–
Instructor in Political Science
B.A., Marquette University; M.A.,
Ohio State University
- Michael Matsinko** 1976–
Assistant Professor of Music
B.S., M.M., West Chester State College
- Arthur McCardle** 1969–
Assistant Professor of German
B.A., M.A., Ph.D., Columbia University
- Fredric Michelman** 1973–
Associate Professor of French, Department Chairperson
B.S.Ec., University of Pennsylvania; M.A., Middlebury
College; Ph.D., University of California, Los Angeles
- Jan E. Mikesell** 1973–
Associate Professor of Biology
B.S., M.S., Western Illinois University, Ph.D., Ohio State
University
- Carey A. Moore** 1955–56, 1959–
Professor of Religion, Department Chairperson
B.A., Gettysburg College; B.D., Lutheran Theological
Seminary, Gettysburg; Ph.D., The Johns Hopkins
University
- Kenneth F. Mott** 1966–
Associate Professor of Political Science
A.B., Franklin and Marshall College; M.A., Lehigh
University; Ph.D., Brown University
- Samuel A. Mudd** 1958–64, 1965–
Professor of Psychology
B.A., Gettysburg College; M.S., Ph.D., Purdue University
- James P. Myers, Jr.** 1968–
Professor of English
B.S., LeMoyne College; M.A., University of Arizona;
Ph.D., University of Massachusetts
- Katsuyuki Niiro** 1972–
Associate Professor of Economics
B.A., M.A., University of Hawaii, M.A., Ph.D., University of
Pittsburgh
- Norman K. Nunemaker** 1963–
Associate Professor of Music
A.B., Bowling Green State University; M.M., Ph.D., Indiana
University
- Paula Olinger** 1979–
Assistant Professor of Spanish
B.A., University of Wisconsin; M.A., Ph.D., Brandeis
University
- Bruce L. Packard** 1971–
Associate Professor of Education, Department Chairperson
B.A., Gettysburg College; Ed.M., Ed.D., Temple University
- William E. Parker** 1967–
Associate Professor of Chemistry, Department Chairperson
B.A., Haverford College; M.S., Ph.D., University of North
Carolina
- Alan Paulson** 1978–
Associate Professor of Art
B.F.A., Philadelphia College of Art; M.F.A., University of
Pennsylvania
- Ruth E. Pavlantos²** 1963–
Pearson Professor of Classics, Department Chairperson
B.A., College of Wooster; M.A., Ph.D., University of
Cincinnati
- James D. Pickering** 1954–
Professor of English, Chairperson of Interdepartmental
Studies
A.B., A.M., Wesleyan University; Ph.D., Columbia
University
- Thane S. Pittman** 1972–
Associate Professor of Psychology
B.A., Kent State University; M.A., Ph.D., University of
Iowa
- Lisa Portmess³** 1979–
Assistant Professor of Philosophy
B.A., Gettysburg College; M.A., Ph.D., Queen's University
- Sima Rabinowitz** 1983–
Instructor in Spanish
B.A., State University of New York at
Binghamton; M.A., University of Maryland
- William F. Railing** 1964–
Professor of Economics
B.S., United States Merchant Marine Academy; B.A., The
Johns Hopkins University; Ph.D., Cornell University
- Ray R. Reider** 1962–
Assistant Professor of Health and Physical Education
B.A., Gettysburg College; M.Ed., The Pennsylvania State
University
- Elizabeth M. Richardson** 1984–
B.A., Wake Forest University; M.A., Middlebury College;
Ph.D., New York University

Janet Morgan Riggs 1981-
Assistant Professor of Psychology
B.A., Gettysburg College; M.A., Ph.D., Princeton University

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Professor of Military Science, Department Chairperson
B.S., Boston University; M.S., Florida Institute of Technology

Michael L. Ritterson 1968-
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William E. Rosenbach 1984-
Professor and Chairperson of Business Administration
B.S., B.B.A., Texas A & M University; M.B.A., Golden Gate University; D.B.A., University of Colorado

Alex T. Rowland 1958-
Ockershausen Professor of Chemistry
B.A., Gettysburg College; Ph.D., Brown University

Teresa A. Sawyer 1984-
Assistant Professor of Psychology
B.S., B.A., Purdue University; Ph.D., Indiana University

Emile O. Schmidt 1962-
Professor of English and Director of Theatre Arts
A.B., Ursinus College; M.A., Columbia University

Allen C. Schroeder 1967-
Associate Professor of Biology
B.A., Loyola College; M.S., Ph.D., The Catholic University of America

Daniel Shaw 1981-
Assistant Professor of Philosophy
B.A., M.A., Northern Illinois University; Ph.D., Ohio State University

Kathleen E. Shelly 1981-
Instructor in Spanish
B.A., Douglass College, Rutgers - The State University of New Jersey; M.A., Ohio State University

Howard G. Shoemaker 1957-
Associate Professor of Health and Physical Education
B.A., Gettysburg College; M.A., Columbia University

Lee M. Siegel 1978-
Instructor in Economics
B.A., Queens College of The City University of New York; M.A., State University of New York at Buffalo

James F. Slaybaugh 1964-
Associate Professor of Education
A.B., Roanoke College; M.Ed., The Pennsylvania State University

Carol D. Small 1969-
Instructor in Art
B.A., Jackson College of Tufts University; M.A., The Johns Hopkins University

MAJ Lewis J. Smith 1982-
Assistant Professor of Military Science
B.S., Loyola College of Baltimore; M.Ed., Southwest Texas State University

Carolyn S. Snively 1982-
Assistant Professor of Classics
B.A., Michigan State University; M.A., Ph.D., University of Texas at Austin

Ralph A. Sorensen 1977-
Assistant Professor of Biology
B.A., University of California, Riverside; Ph.D., Yale University

Frederick A. Speck 1983-
Assistant Professor of Music
B.M., M.M., Bowling Green State University, D.M.A., University of Maryland

Patricia Thomas Srebrnik 1984-
Assistant Professor of English
B.A., University of Washington; M.A., Ph.D., University of Michigan

John R. Stemen 1961-
Associate Professor of History, Department Chairperson
B.A., Yale University; M.A., Ph.D., Indiana University

Mary Margaret Stewart 1959-
Professor of English, Department Chairperson
A.B., Monmouth College (Illinois); Ph.D., Indiana University

Robert J. Strandburg 1983-
Assistant Professor of Psychology
B.A., Amherst College; M.A., Ph.D., University of California, Los Angeles

Christine M. Sylvester 1981-
Assistant Professor of Political Science
B.A., Albertus Magnus College; M.A., Boston University; Ph.D., University of Kentucky

Amie Godman Tannenbaum 1968-
Assistant Professor of French
A.B., Hood College; M.A., The George Washington University; Ph.D., University of Maryland

Donald G. Tannenbaum 1966-
Associate Professor of Political Science
B.B.A., M.A., City College of the City University of New York; Ph.D., New York University

Elise A. Triano 1984-
Assistant Professor of Biology
B.A., Gettysburg College; Ph.D., Thomas Jefferson University

Robert H. Trone 1956-
Associate Professor of Religion
B.A., Gettysburg College; B.D., Yale Divinity School; M.A., Ph.D., The Catholic University of America

Robert M. Viti 1971-
Associate Professor of French;
B.A., St. Peter's College; M.A., Ph.D., Duke University

Janis H. Weaner 1957-
Assistant Professor of Spanish
B.A., Mary Washington College of the University of Virginia; M.A., New York University

Dexter N. Weikel 1962–

Professor of Music

B.S., Susquehanna University; M.A., The Pennsylvania State University; D.M.A., Peabody Conservatory of The Johns Hopkins University

Alexander L. Wijesinha 1984–

Assistant Professor of Mathematics

B.S., University of Sri Lanka, Sri Lanka; M.S., Ph.D., M.S. (Computer Science), University of Florida

John R. Winkelmann 1963–

Associate Professor of Biology

B.A., University of Illinois; M.A., Ph.D., University of Michigan

Philip R. Witmer 1983–

Instructor in Business Administration

B.A., Greensboro College; M.A., M.B.A., University of South Carolina

Robert F. Zellner 1968–

Associate Professor of Music, Department Chairperson

B.S., West Chester State College; M.A., Lehigh University

¹*Sabbatical leave, Fall semester, 1985–86*

²*Sabbatical leave, Spring semester, 1985–86*

³*Sabbatical leave, Academic Year, 1985–86*

Other Instructional and Administrative Personnel (1984–85 Academic Year)

SFC John T. Barry

Assistant Instructor in Military Science

Mary T. Baskerville

Adjunct Assistant Professor of Interdepartmental Studies and English

B.A., Hunter College; M.A., Ph.D., Columbia University

Jon Beam

Assistant in Biology

B.A., Shippensburg State College; M.S., West Virginia University

Teresa Bowers

Adjunct Assistant Professor of Music

B.M.E., Susquehanna University; M.M., Ohio State University

Yolanda S. Broad

Adjunct Assistant Professor of French

B.A., University of Kentucky; A.M., Ph.D., Brown University

James Friedrich

Assistant Wrestling Coach

B.A., Oberlin College; M.A., University of Michigan

Theresia Geis

Teaching Assistant in German

Staatsexamen, Catholic University of Eichstatt, West Germany

Janet P. Gemmill

Adjunct Assistant Professor of Interdepartmental Studies

B.A., Bucknell University; M.A., University of Michigan; M.A., Ph.D., University of Wisconsin

Pamela M. Golden

Assistant Instructor in Chemistry

B.A., Gettysburg College

Jake Gonos

Assistant Football Coach

B.A., Gettysburg College; M.S., Florida State University

Raymond Gouker

Assistant Football Coach

B.A., Shippensburg State University

Peggy H. Hair

Acting Assistant Dean of Student Life

B.S., University of Alabama; M.S., Indiana University

Jean A. Hartzell

Adjunct Instructor in English

B.A., Gettysburg College; M.A., Shippensburg State College

Iris Isabel Henriquez

Teaching Assistant in Spanish

A. Patricia Hogan

Adjunct Assistant Professor of English and Interdepartmental Studies

B.A., Emmanuel College; M.A., Ph.D., University of Wisconsin

Jean S. Holder

Adjunct Instructor in History
B.S., West Texas State University;
M.A., Ph.D., The American University

SFC Charles O. Holmes

Assistant Instructor in Military Science

Marilyn Hubbard

Adjunct Instructor in Spanish and
International Student Coordinator
B.A., Monmouth College (Illinois); M.A., Southern
Illinois University

Lillian Jackson

Assistant Instructor in Chemistry
B.A., Wheaton College (Massachusetts); M.A., Bryn Mawr
College

Steve Jirgal

Assistant Football Coach
B.A., Gettysburg College

Elaine L. Jones

Adjunct Instructor in English
B.A., Eastern Nazarene College; M.A., University of
Wisconsin

William Jones

Lecturer in Interdepartmental Studies
B.A., Eastern Nazarene College; M.A., University of
Wisconsin; Ed.D., Boston University

Daniel Kennell

Assistant Volleyball Coach
B.S., The Pennsylvania State University

Frederick L. Kerr

Adjunct Instructor in Business Administration
B.A., The Pennsylvania State University;
M.A., University of Illinois

Karen E. King

Adjunct Instructor in Education
B.A., Gettysburg College; M.Ed., Shippensburg State
College

Michael G. Kraus

Adjunct Instructor in Art
B.F.A., Edinboro State College

Richard L. Krebs

Adjunct Assistant Professor of Psychology
A.B., Gettysburg College; Ph.D., University of Chicago

Lani Lindeman

Adjunct Instructor in Interdepartmental Studies
B.A., Gettysburg College

Raymond Luckenbaugh

Laboratory Instructor in Chemistry
A.B., Gettysburg College; Ph.D., University of Maryland

La Donna Mullins

Alcohol and Drug Education Program Coordinator
B.A., Augustana College

Larry Musselman

Adjunct Instructor in Business Administration
B.S., Shippensburg State College

Yukiko Niiro

Adjunct Instructor in Mathematics
B.B.A., M.B.A., University of Hawaii

Robert C. Nordvall

Lecturer in Interdepartmental Studies
B.A., DePauw University; J.D., Harvard Law School; Ed.D.,
Indiana University

Clio Pavlantos

Adjunct Assistant Professor of Health
and Physical Education
B.A., Bard College; M.A., Ohio State University

Pamela Piccolo

Substance Abuse Counselor
B.S., James Madison University; M.S.,
Shippensburg State University

Frank W. Porter, III

Director of American Indian Research
and Resource Institute
B.A., University of Maryland, Baltimore
County; M.A., Ph.D., University of
Maryland, College Park

Phyllis Price

Assistant in Biology
B.A., Gettysburg College

SGM Ernest Purnsley

Assistant Instructor in Military Science

Jennifer M. Railing

Adjunct Assistant Professor of Business Administration
LL.B., University of London

Laura F. Raines

Adjunct Instructor in Art
B.A., Wake Forest University; M.A., The Pennsylvania
State University

SSG Francis Ramirez

Assistant Instructor in Military Science

Myriam Raynier

Teaching Assistant in French
Diplome d'Enseignement Universitaire Superieur,
Licence, Maitrise, Toulouse University, France

Shelby A. Robert

Adjunct Instructor in Business Administration
B.S., Mississippi State University; M.S., Louisiana State
University

Nancy Scott

Special Collections Librarian
B.A., M.L.S., University of Pittsburgh

Aubrey L. Shenk

Assistant Cross Country Coach
B.A., Juniata College

Anne K. Showalter

Adjunct Instructor in English
B.A., Elizabethtown College;
M.A., University of Iowa

Sally Sites

Assistant Field Hockey Coach
B.A., Baldwin-Wallace College

Donald Smith

Assistant Soccer Coach
B.S., The Pennsylvania State University

Harry C. Stokes

Tennis Coach
A.B., M.S., Duke University

Lynn Stover

Adjunct Instructor in Music
B.S., Gettysburg College; M.M., West Virginia University

I. Leonard Stright

Adjunct Professor of Mathematics
B.A., A.M., Allegheny College; Ph.D., Case Western
Reserve University; LL.D., Allegheny College

Roswell G. Townsend

Adjunct Professor of Economics
A.B., A.M., Duke University;
Ph.D., Harvard University

Franklin A. Wastler

Adjunct Instructor in Music
B.M., University of Miami

Emily C. Wenk

Adjunct Instructor in Computer Studies
B.S., The Pennsylvania State University

Suzanne Williams

Adjunct Instructor in Education
B.A., Gettysburg College; M.S., Indiana University

Helen J. Winkelmann

Assistant in Biology
B.A., Notre Dame College of Staten Island; M.S.,
University of Michigan

Robert Wolpert

Laboratory Instructor in Physics
B.S., Case Western Reserve University

Jo Ann K. Zeman

Laboratory Instructor in Biology
B.A., Western Maryland College

1985-86 Calendar

FALL SEMESTER

August 29-31, Thursday-Saturday	Orientation
September 1, Sunday (afternoon)	Registration
September 2, Monday	Classes begin and Opening Convocation
October 14-15, Monday-Tuesday	No classes
October 22, Tuesday	Mid-term reports
October 25, Friday	Fall Honors Day
October 25-27, Friday-Sunday	Fall Parents Weekend
November 2, Saturday	Alumni Homecoming
November 21, Thursday	Fall Convocation (10:50 a.m. classes cancelled)
November 26, Tuesday at 4:00 p.m.	Thanksgiving recess begins
December 2, Monday at 8:00 a.m.	Thanksgiving recess ends
December 13, Friday	Last day of classes
December 16-21, Monday-Saturday	Final examinations

SPRING SEMESTER

January 13, Monday	Registration
January 14, Tuesday	Classes begin
February 28, Friday at 4:00 p.m.	Spring recess begins
March 5, Wednesday	Mid-term reports
March 10, Monday at 8:00 a.m.	Spring recess ends
March 27, Thursday at 4:00 p.m.	Easter recess begins
April 1, Tuesday at 8:00 a.m.	Easter recess ends
April 2, Wednesday	Follow Monday schedule
April 10-12, Thursday-Saturday	Presidential Scholars Weekend
April 18, Friday	Spring Honors Day (11:00 a.m. classes cancelled)
April 18-20, Friday-Sunday	Spring Parents Weekend
April 26, Saturday	Get Acquainted Day
May 1, Thursday	Last day of classes (follow Friday schedule)
May 2, Friday	Reading day
May 5-10, Monday-Saturday	Final examinations
May 16-17, Friday-Saturday	Alumni Weekend
May 18, Sunday	Baccalaureate and Commencement

Statistical Summary

Students in College

1984 Full-Time Enrollment Fall Term

	M	W	Total
Senior	209	210	419
Junior	222	227	449
Sophomore	273	236	509
Freshman	280	265	545
	984	938	1922

Geographic Distribution Matriculated Students 1984 Fall Term

	Number of Students	Percent
Pennsylvania	553	28.7
New Jersey	553	28.7
New York	273	14.2
Connecticut	173	9.0
Maryland	173	9.0
Massachusetts	52	2.7
Virginia	31	1.6
Delaware	22	1.1
Other States and Foreign Countries	95	5.0
	1925	100%

Student Retention

Of the students who entered Gettysburg as freshmen in September 1980, 68.8% were graduated by August 1984; 2.1% who had not completed the graduation requirements continued at Gettysburg; 8.8% were required to withdraw from Gettysburg for academic reasons.

Endowment Funds

Gettysburg College has benefited over the years and continues to benefit from the income of funds contributed to the College's Endowment. Income from unrestricted endowment funds may be used for the general purpose of the College or for any special purposes; income from restricted endowment funds is used solely for the purpose specified by the donor. The generous support of the donors listed below has been vital to the continuing success of the College.

(Unrestricted)

Allhouse Family Endowment Fund A fund established in honor of William Craig Allhouse '81 and Mrs. Catherine Reaser Allhouse '24, and in memory of William Kenneth Allhouse '25 and Richard Reaser Allhouse '50.

Alumni Memorial Endowment Fund

E. W. Baker Estate

Frank D. Baker

Robert J. Barkley Estate

Charles Bender Trust

Fay S. Benedict Memorial Fund

H. Melvin Binkley Estate

H. Brva Campbell Estate

Dr. John Chelenden Fund '28 in honor of John B. Zinn '09.

Class of 1919 Fund

Class of 1927 Fund

Class of 1939 Fund

Class of 1971 Fund

Louise Cuthbertson

A bequest in memory of Arthur Herring, Anna Wiener Herring and Louise Cuthbertson.

Charles W. Diehl, Jr., '29

Harold Sheely Diehl Estate

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Given by members of the Garman family as a perpetual family memorial to the endowment of Gettysburg, the income of which shall be used in support of the education program.

The Gettysburg Times

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 Carty
 Ralph McCreary Estate
 James MacFarlane Fund, Class of 1837
 Dana and Elizabeth Manners Memorial
 G. Bowers Mansdorfer, M.D., '26
 J. Clyde Markel, '00, and Caroline O. Markel
 Robert T. Marks
 Fred G. Masters, '04
 A. L. Mathias, '26
 John H. Mickley, '28
 A gift for endowment in memory of his brother William
 Blocher Mickley.
 Alice Miller
 William J. Miller, Jr., '00
 Thomas Z. Minehart, '94
 Ruth G. Moyer Estate
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 Ivy L. Palmer
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 Mrs. Willard S. Paul, '31
 C. Lawrence Rebuck
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 Jack Lyter Williams Memorial Fund
 Contributed by Mrs. Ernest D. Williams as a memorial to
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 Romaine H. Yagel Trust

(Restricted)

Conrad Christian Arensberg Memorial Fund A fund established in 1948 by Francis Louis Arensberg in memory of his father, a Union veteran, for the purchase of Civil War books and materials.
The Rev. Peter C. Bell Memorial Lectureship Fund A fund for the establishment of a lectureship on the claims of the gospel on college men.
Bikle Endowment Fund A fund to support debating, established in 1925 to honor Dr. Philip Bikle, Class of 1866, Dean of Gettysburg College 1889-1925.
Joseph Bittinger Chair of Political Science.
Lydia Bittinger Chair of History.
Joseph and Lydia Bittinger Memorial Fund A fund to support the needs of the library.
Robert Bloom Fund For Civil War Studies.
Mr. & Mrs. Thomas Citron A fund established by Mr. & Mrs. Thomas Citron '47 to endow insurance on a 1934 oil painting by Minna Citron.
Class of 1911 Memorial Trust Fund A fund established in 1961, on the fiftieth anniversary of the Class, to provide income for the purchase of books for the college library.
Class of 1925 Meritorious Service Award Foundation To provide annual alumni awards for notable service rendered Alma Mater.
Thomas Y. Cooper Endowment A bequest to Gettysburg College in support of its libraries: (a) for acquisitions in literature and American History, as a memorial to his parents, Dr. and Mrs. Moses Cooper; and (b) for the operating budget of the library.
A. Bruce Denny Fund A fund in memory of A. Bruce Denny, Class of 1973, contributed by fellow students to purchase library books.
Luther P. Eisenhart Fund A fund established for the use of Emeriti faculty and of widows of former members of the faculty in real need of assistance.
Clyde E. and Sarah A. Gerberich Endowment Fund A fund established to support a series of lectures dedicated to the memory of Dr. Robert Fortenbaugh '13.
Jean Landefeld Hanson Fund A fund established in 1971 by family and friends of the late wife of President Emeritus C. Arnold Hanson, the income to be assigned to purposes related to the Chapel program as determined by the Chaplain and the President of the College.
The John A. Hauser Executive in Residence Fund A fund established by the family and friends of John A. Hauser and Gettysburg College, the income of which shall be used to support a business or governmental executive in residence for a limited period of time on an annual basis.

The Harry D. Holloway Memorial Fund A fund to be used for purposes of keeping alive on the campus of Gettysburg College the Spirit of Abraham Lincoln.

Institutional Self-Renewal Fund A fund initiated by Andrew W. Mellon and the William and Flora Hewlett Foundations and other donors to provide support for research and professional development by Gettysburg College faculty and staff and to support new or experimental academic programs.

Dr. Amos S. and Barbara K. Musselman Art Endowment Fund The income only from this fund to be used primarily to support and advance knowledge and appreciation of art at Gettysburg College.

Dr. Amos S. and Barbara K. Musselman Chemistry Endowment Fund The income only from this fund to be used by the Chemistry Department in support of the Chemistry program. The funds will be used primarily for the purchase of laboratory equipment and supplies.

Musselman Endowment for Music Workshop A fund contributed by The Musselman Foundation, the income from which is to be used to support workshops in music performance and seminars in music education.

Musselman Endowment for Theatre Arts A fund contributed by The Musselman Foundation, the income from which is to be used to support visits to the campus by individuals with expertise in the technical aspects of the theatre.

Musselman Endowment for Visiting Scientists A fund contributed by The Musselman Foundation, the income from which is to be used to support visits by scientists to the College.

NEH Fund for Faculty and Curriculum Development in the Humanities A fund established by a Challenge Grant from the National Endowment for the Humanities to promote high quality work in the humanities through faculty and curriculum development activity of particular merit in the humanities. This fund is part of the larger Institutional Fund for Self-Renewal.

Keith Pappas Memorial Fund A fund established in memory of Keith Pappas '74 to provide an award to an outstanding student.

Henry M. Scharf Lecture Fund A fund contributed by Dr. F. William Sunderman '19 in memory of Henry M. Scharf, Class of 1925, to establish a lectureship on current affairs.

James A. Singmaster '98 Fund for Chemistry A fund established in 1967 by Mrs. James A. Singmaster in memory of her husband for the purchase of library materials in chemistry, or in areas related thereto.

Dr. Kenneth L. Smoke Memorial Trust Fund A fund created in 1971 to honor the man who in 1946 established the Department of Psychology at Gettysburg College and served as its chairman until his death in 1970. The annual income is used at the joint discretion of the Chairperson of the Psychology Department and the College Librarian.

Earl Kresge Stock Endowment Fund The income from a sum of money given by Earl Kresge Stock '19 in honor of Helen W. Wagner '06 and Spurgeon M. Keeny '14 for their outstanding and inspirational teaching ability to be used by the English Department, over and above its normal budget, in a manner determined by the Department to best promote the English Language in written form.

Stoeever Alcove Fund A fund established by Laura M. Stoeever for the support of the library.

J. H. W. Stuckenberg Memorial Lectureship A bequest from Mary G. Stuckenberg in memory of her husband to sponsor lectures in the general area of social ethics.

The Sunderman Chamber Music Foundation of Gettysburg College A fund established by F. William Sunderman '19 to stimulate and further the interest in chamber music at Gettysburg College through the sponsorship of chamber music concerts.

Waltemyer Seminar Room Fund A fund established by Carroll W. Royston '34 and the family and friends of Dr. William C. Waltemyer '13, former head of the Department of Bible at the College, to provide furnishings for and to maintain the library in a seminar room in his memory.

Stephen Henry Warner '68 Memorial Fund A two-part fund, including: (1) Contributions to Gettysburg College in memory of Mr. Warner, the income to be used to maintain and support the Warner Collection on Vietnam, as well as to purchase new books for the library; (2) A bequest established by Stephen H. Warner for (a) library acquisitions in Asian studies and for (b) use as seed money for projects encouraging exciting, challenging, and fresh ideas.

Donald K. Weiser Book Acquisition Fund A fund established in honor of Donald K. Weiser '24 for the purchase of library books in the field of insurance, management, and business administration.

Woman's League Fund for Upkeep and Repair of the YMCA Building (Weidensall Hall) An endowment bequest of Louisa Paulus.

Dr. and Mrs. Jeremiah Zimmerman Fund A fund established in 1931 by Dr. Jeremiah Zimmerman (1873), from a bequest of Mrs. Zimmerman, who died in 1930, to create an endowment in support of the annual operating budget of the library.

John B. Zinn Memorial Fund A fund established by friends and former students of Professor John B. Zinn, former chairman of the Chemistry Department, to provide support for professional development and research for professors in fields associated with the healing arts.

John B. Zinn Memorial Fund In Admissions A fund established in honor of John B. Zinn, by friends and former students to support admissions efforts in fields associated with the healing arts.





GETTYSBURG

Index

- Academic Advising 23
- Academic Calendar 170
- Academic Honors 54
- Academic Policies and Programs 17
- Academic Purposes 1, 18
- Academic Services and Information 141
- Academic Standing 34
- Academic Standing Committee 34, 141
- Accounting, Courses in 104
- Accident Insurance 147
- Accreditation Inside back cover
- Administration, The 158
- Administrative Offices 142
- Admission Policy 144
- Admission Procedure 144
- Admissions, Expenses, and Financial Aid 143
- Advanced Credit and Placement 35, 145
- Advising System 23
- American Studies 100
- Anthropology, Courses in 128
- Anti-discrimination Policy Inside back cover
- Army Reserve Officers Training Program 54
- Art, Courses in 65
- Artist in Residence 138
- Asian Studies 100
- Astronomy (See Physics)
- Athletic Facilities 142
- Athletics 141
- Auditing of Courses 31
- Awards 55
- Bachelor of Arts Degree Requirements 26
- Bachelor of Science in Music Education 41
- Band 137
- Bills 146
- Biology, Courses in 68
- Board 145, 146
- Board of Trustees 156
- Bookstore 136, 145
- Business Administration, Courses in (See Management)
- Calendar 1985-86 170
- Campus Life 133
- Career Services 139
- Career Opportunities (See Departmental Course Introductions)
- Catholic Religious Services 140
- Catholic Student Religious Group 141
- Central Pennsylvania Consortium 44
- Chapel Programs 140
- Chemistry, Courses in 70
- Choirs 137
- Classical Studies, Courses in 74
- Classics, Courses in 73
- Classrooms, Laboratories 142
- College Course Requirements 27
- College Store 136, 145
- College Union 135
- Communication Media 138
- Comprehensive Academic Fee 145
- Computer Center 142
- Computer Courses 37, 75
- Computer Facilities 76, 142
- Computer Studies, Courses in 76
- Computers (Student), Connection to College Computer 76
- Consortium Exchange Program 44
- Cooperative Programs 51
- Correspondence, Listing for 178
- Costs 145
- Counseling Services 139
- Course Changes 31
- Course Numbering System 64
- Courses of Study 63
- Credit System (Credit Hours) 26
- Cultural Activities 137
- Curriculum 22
- Dean of the College 141
- Dean of Educational Services 141
- Dean of Student Life 134
- Deans' Lists 55
- Degree Requirements
 - Bachelor of Arts 26
 - Bachelor of Science in Music Education 41
 - Exemption From 35
- Dining Accommodations 135
- Dining Fees 145
- Distribution Requirements 27, 64
- Dormitories 134, 146
- Drama (See Theatre Arts)
- Dramatics 138
- Early Decision Plan 144
- Economics, Courses in 77
- Education, Courses in 80
- Employment Placement Services 43, 139
- Employment Prospects in Teaching 43
- Endowment Funds 171
- Engineering Cooperative Programs 51,
- English, Courses in 82
- Enrollment, Summary of 171
- Environmental Studies and Forestry Cooperative Program 52
- Expenses 145
- Facilities 141
- Faculty, The 161
- Fees 145
- Financial Aid 147
- Foreign Study 48
- Forestry and Environmental Studies Cooperative Program 52
- Fraternities 135
- Fraternity Houses 135
- French, Courses in 87
- Freshman Advising and Orientation 23
- Freshman Colloquy 22, 27, 98
- Full Time Student 30, 145
- Geographical Distribution of Students 171
- Geography, Courses in 80
- German, Courses in 90
- Gettysburgian, The 138

Government, Courses in (See Political Science)
 Grading System 31
 Graduate School Preparation 25
 Graduation
 Requirements for 26
 With honors 54
 Grants 148
 Greek, Courses in 73
 Greek Life 135
 Handicapped Persons 30
 Health and Physical Education, Courses in 92
 Health Center 140
 Health Service 140
 History, Courses in 95
 Honor Code 21, 136
 Honor Commission 21, 136
 Honors, graduation with 54
 Honorary Fraternities and Societies 16
 Housing Policy 146
 Individualized Study 36
 Infirmary 140
 Insurance, Accident 147
 Insured Tuition Plan 146
 Incomplete, Grade of 33
 Intercollegiate Athletics 141
 Interdepartmental Studies, Committee on 98
 Interdepartmental Studies, Courses in 98
 Interfraternity Council 136
 Internships 7
 Intramural Sports 141
 Jewish Student Religious Group 141
 Journalism 83, 138
 Language Houses 88, 90
 Latin, Courses in 73
 Lectures 137
 Libraries 141
 Literary Magazine 138
 Literature, Concentration in 82
 Living Accommodations 134
 Loans 148, 152, 153
 Lutheran Theological Seminary Exchange 49
 Major Fields of Study 7, 28
 Major Requirements 28
 Management, Courses in 102
 Marine Biology Cooperative Program 49
 Mathematics, Courses in 104
 Medieval and Renaissance Studies 101
 Mercury, The 138
 Microcomputer Laboratory 142
 Microcomputers, Connection with College Computer 76
 Military Science, Courses in 107
 Minor Requirements 29
 Music Activities 137
 Music, Courses in 109
 Music Education, Bachelor of Science Degree 41
 Newspaper 138
 Off-Campus Study 44
 Office of Career Services 139
 Optional Minor 29
 Orchestra 137
 Orientation 23
 Other Instructional and Administrative Personnel 167
 Owl and Nightingale Players 138
 Panhellenic Council 137
 Part Time Student 145
 Payment of Bills 146
 Peace, War, and World Order Studies 101
 Performing Arts 137
 Personal Property Insurance 147
 Phi Beta Kappa 16, 55
 Philosophy, Courses in 112
 Physical Education, Courses in 92
 Physical Education Requirement 27
 Physics, Courses in 114
 Placement of Graduates 43, 139
 Political Science, Courses in 117
 Predental Preparation 50
 Prelaw Preparation 50
 Premedical Preparation 50
 Preprofessional Studies 50
 Preveterinary Preparation 50
 Prizes and Awards (See also Scholarships) 55
 Programming and Student Activities 137
 Psychology, Courses in 120
 Publications, Student 138
 Radio Station 138
 Readmission of Students 34
 Refund Policy 146
 Register of Trustees, Faculty, Administration 155
 Registration 31
 Religion, Courses in 123
 Religious Life 140
 Religious, Student Groups
 Catholic 141
 Jewish 141
 Protestant 140
 Repeated Courses 33
 Reserve Officers Training Corps (ROTC) 54, 107
 Reserve Officers Training Corps, Courses in 107
 Residential Life 134
 Residence Requirements 29
 Retention 171
 Rights and Responsibilities of Students 135
 Room Rents 145
 ROTC, Courses in 107
 Satisfactory/Unsatisfactory Grading Option 32
 Schedule Limitations 29
 Scholarships (See Also Prizes and Awards) 148
 Scholastic Aptitude Tests 144
 Seminars 36
 Senior Honors 54
 Senior Scholars' Seminar 36
 Social Fraternities and Sororities 135
 Sociology and Anthropology, Courses in 126
 Sororities 135
 Spanish, Courses in 129
 Special Interdepartmental Programs 100
 Special Major 29

Special Students 145
 Spectrum, The 138
 Speech, Courses in 87
 Sports 141
 Statement of Purpose 1
 Statistical Summary of Students 171
 Student Activities 137
 Student Activities Council 137
 Student Communication Media 138
 Student Conduct 135
 Student Conduct Review Board 135
 Student-Faculty Ratio 7
 Student Financial Aid 147
 Student Government 136
 Student Handbook 135
 Student Insurance 147
 Student Health Service 140
 Student Life 133
 Student Life Council 136
 Student Newspaper 138
 Student Radio Station 138
 Student Retention 171
 Student Senate 136
 Student Services 134
 Student Yearbook 138
 Students, Geographical Distribution 171
 Study Abroad 48
 Summary of Facts about Gettysburg 15
 Summer Theatre 138
 Table of Contents Inside front cover
 Teacher Education Programs 38
 Elementary 40
 Secondary 38
 Music Education 41
 Teacher Placement 43
 Theatre Arts and Drama,
 Concentration in 82
 Courses in 86
 Groups 138
 Transcripts 34
 Transfer Credit 35
 Transfer Students 145
 Tuition 145
 Two Minute Look at Gettysburg 15
 United Nations Semester 48
 Veterans' Administration Benefits 146
 Visitation Hours Policy 134
 Vocational Counseling 25, 139
 Washington Semester 45
 Wilson College Exchange 49
 Withdrawal from a Course 33
 Withdrawal of Students 34
 Work-Study Program 148
 Writing Policy 26, 36
 WZBT 138
 Yearbook 138

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Gettysburg College does not engage in these discriminating practices programs, activities, and policies against students, prospective students, employees, or prospective employees on account of race, color, religion, ethnic or national origin, sex, personal handicap, or age. Such policy is in compliance with the requirement of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, and all other applicable Federal, state, and local statutes, ordinances, and regulations. Inquiries concerning the application of any of these laws may be directed to the Alternative Action Officer at the College or to the Director of the Office for Civil Rights, Department of Education, Washington, D. C. or sent, post or a Title IX of the Education Amendments of 1972 and the Rehabilitation Act of 1973, administered by that department.

Gettysburg College is accredited by the Middle States Association of Colleges and Secondary Schools.

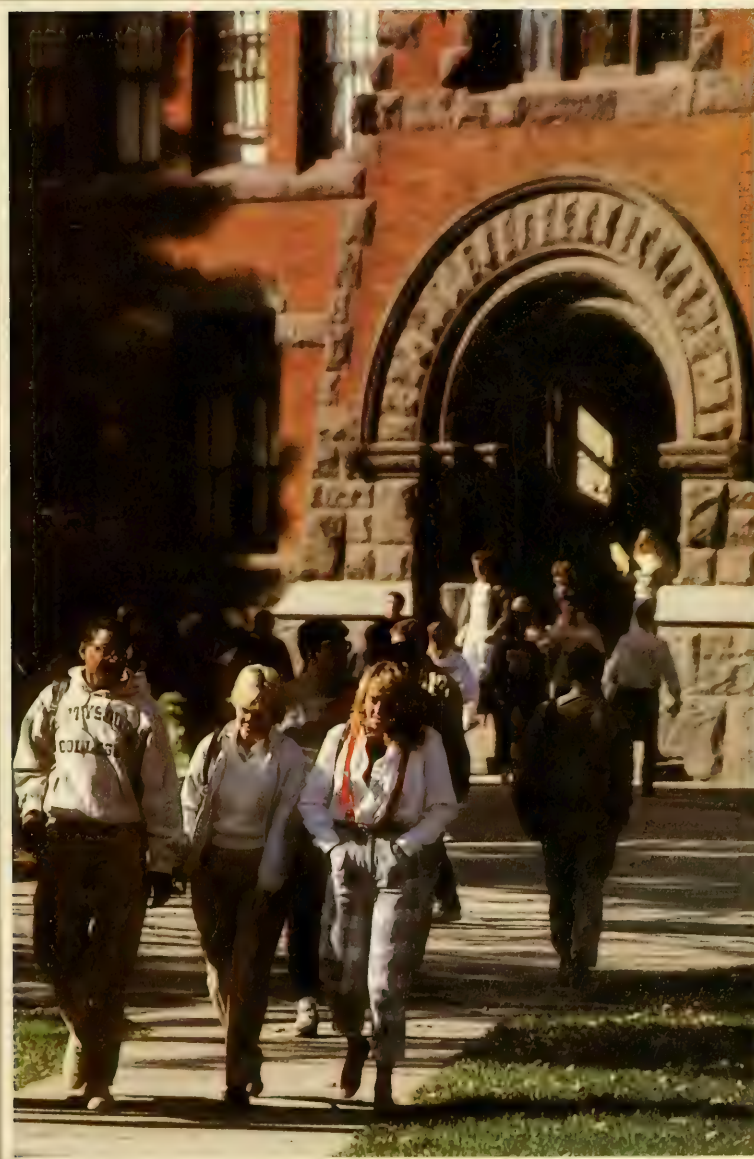


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Table of Contents

1 A Statement of Purpose

5 Gettysburg College—The Community

17 Academic Policies and Programs

Academic Purposes, Honor Code, Curriculum, Advising System, Credit System, Degree Requirements, Residence Requirements, Registration, Grading System, Academic Standing, Transcripts, Withdrawal and Readmission, Transfer Credit, Exemption from Degree Requirements, Individualized Study and Seminars, Senior Scholars' Seminar, Computer Courses, Teacher Education Programs, Off-Campus Study, Additional Off-Campus Programs, Preprofessional Studies, Cooperative Programs, Senior Honors, Deans' Honor Lists, Prizes and Awards

63 Courses of Study

133 Campus Life

Student Life, Office of Student Life, Residential Life, Greek Life, Dining Accommodations, Student Conduct, College Union, Student Government, Programming and Student Activities, Campus Communications, Counseling Services, Career Services, Health Service, Religious Life and Chapel Programs, Athletics, Academic Services and Information Facilities

143 Admission, Expenses, and Financial Aid

Admission Policy, Comprehensive Academic Fee Plan, Board, Room Rents, Payment of Bills, Housing Policy, Refund Policy, Insurance, Student Financial Aid

155 Register

Board of Trustees, Administration, The Faculty, Other Instructional and Administrative Personnel, Calendar, Statistical Summary, Student Retention, Endowment Funds

175 Index

The provisions of this catalogue are not to be regarded as an irrevocable contract between the College and the student. The College reserves the right to change any provision or requirement at any time. This right to change provisions and requirements includes, but is not limited to, the right to reduce or eliminate course offerings in academic fields and to add requirements for graduation.

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A Statement of Purpose Gettysburg College

Chartered in 1832 for the express purpose of exerting “a salutary influence in advancing the cause of liberal education,” Gettysburg College is a community committed to the discovery, exploration, and evaluation of the ideas and actions of humanity and to the creative extension of that heritage. Gettysburg College cherishes its place in history as the oldest existing college affiliated with the Lutheran Church in America and intends to continue that church relatedness. By intent also, Gettysburg College is nonsectarian in its instruction and strives to serve students of all faiths.

To meet its commitment, Gettysburg College seeks foremost to establish and maintain an environment of inquiry, integrity, and mutual respect. In this setting, the College creates opportunities for students to learn specific intellectual skills and to strive for breadth of understanding. A rigorous program of undergraduate learning in the arts and sciences is complemented by student and religious life programs designed to challenge and enrich the academic experience.

Gettysburg College considers its purpose fulfilled if its students grow as critically informed, humane, and creative individuals and continue to grow in these qualities after they have left Gettysburg.

The Academic Program

At the heart of Gettysburg College is the academic program which stresses logical, critical thinking and clear writing and speaking. Through a curriculum that derives its coherence from the traditions of liberal education, faculty introduce students to the assumptions and methods of a representative variety of academic disciplines in the sciences, the social sciences, and the humanities. Students are encouraged not only to specialize but also to broaden their understanding of the past and present intellectual, social, and cultural contexts within which knowledge lives. The academic program is designed to provide more than skills and intellectual perspective; it places these in a context of humane values such as openmindedness, personal responsibility, and mutual respect.

The Gettysburg faculty is dedicated to the goals of liberal learning, committed to professional development that serves and exemplifies those goals, responsible for periodic review of the curriculum, and eager to teach and learn with students in an open and trusting exchange.

Gettysburg's academic program can reach its full potential only if our students continue to have the ability and the inclination to profit from an intense liberal arts experience. The academic

environment is further enriched when such students come from many socio-economic and ethnic backgrounds.

With a coherent curriculum, an able and dedicated faculty, and students committed to learning, the academic program seeks to free students *from* narrowness and provincialism and to free them *for* the joys and benefits of conscious intellectual strength and creativity. Gettysburg wants its students to learn a wise skepticism and a sense of human fallibility, to acquire new interests and orientations through liberating experiences of change and growth, and to learn to use the skills, knowledge, and values of a liberal education in an unending but satisfying search for wisdom and fullness of life.

The Student Life Program

Students entering college are interested in discovering who they are. Because students often face critical decisions about personal values, occupational choices, and role identities during their college years, the student life program seeks to provide opportunities for resolution of these important matters. To assist students in weighing available options and making decisions, the student life program offers, for example, psychological and career counseling and informal seminars on a variety of topics. Personal contact with Gettysburg's faculty and administration provides the attentive student with a wide range of role models to contemplate. Gettysburg's annual lecture series further expands students' horizons.

The College also reveals its commitment to the total development of its students by encouraging them to play an important role in establishing and enforcing the conditions of campus life. Students supervise the academic Honor Code; students participate on certain trustee, faculty, and College planning and policy-making committees; and students fund and control many student activities.

To supplement what students learn through living on campus and participating in student development programs, the College provides a full and varied extracurricular program. This program encourages students to develop leadership skills by working in student government; to deepen their appreciation for the arts by participating in concerts, dramatic productions, and other performances; to sharpen their writing and speaking skills by contributing to College publications or broadcasts; and to enjoy the mental and physical self-discipline required by competition in intercollegiate, intramural, and recreational athletics.

The Religious Life Program

Gettysburg College has partnership agreements with the Central Pennsylvania and Maryland Synods of the Lutheran Church in America. These relationships and, more specifically, the campus religious life program, nurture intellectual values and give opportunities for the examination of spiritual and moral values and for commitments by those who choose to make them.

The religious life program of the College is designed to meet the needs of this religiously heterogeneous community to worship, to study, and to serve. The Chaplains, although they are employed by the College and report directly to the President, are called to this service by the synods of the Church. They assume primary responsibility for corporate worship; they counsel students and other campus personnel, help students and faculty plan programs to explore theological issues and to reach out to those in need, facilitate the work of local churches and denominational groups on the campus, and speak prophetically to issues of human justice when College values and College practice seem to diverge.

Gettysburg College best serves the Church through its performance as a superior educational institution in which the Church's commitments and practices may be tested.

Summary

Through its academic program, its student life program, and its religious life program, then, Gettysburg College provides for the development of the young adult as a whole person—intellectually, socially, emotionally, physically, and spiritually.

Approved by the Gettysburg College faculty: October 8, 1981

*Approved by the Gettysburg College Board of Trustees:
December 5, 1981*





GETTYSBURG

The
Community

A heritage of excellence

Gettysburg College

Established 1832



The 1982-83 academic year marked the 150th anniversary of the opening of the College for the admission of students. Having received its charter from the Pennsylvania legislature on April 7, 1832, the College was opened for the admission of students on November 7, 1832. It is the oldest Lutheran-affiliated college in the United States.



Most of the roads which bring you to Gettysburg College in the historic town of Gettysburg in South Central Pennsylvania will cross the site of the famous Civil War Battle of 1863. During those three hot July days, Pennsylvania Hall—which is still the center of the campus—served as a hospital for both Union and Confederate forces. Today the town of Gettysburg is larger but less turbulent than in 1863. It is virtually encircled by a 3500-acre National Military Park; the surrounding area consists primarily of farms and orchards in rolling countryside with large expanses of undisturbed woodland.

Gettysburg College, like the town of which it is a part, has grown since its Civil War days. It now has a campus of 200 acres and seeks to limit its enrollment to 1850 students. It is a private, independent college that is one of the 18 colleges affiliated with the Lutheran Church in America. Yet since its founding in 1832 by Lutherans and local community leaders, the College's purpose has remained the same: to offer a liberal arts education of high quality to students of all faiths.

The goals of the educational program at Gettysburg are to develop your capacity to think logically and use language clearly, to give you a rigorous introduction to the assumptions and the methods of a representative variety of academic disciplines, and to acquaint you with the range and diversity of human customs, pursuits, ideas, values, and longings.

A distinctive feature of the Gettysburg curriculum is the Freshman Colloquy in Liberal Learning, a course that strengthens your reasoning, writing, and speaking skills in a small class setting while introducing you to a major issue in the liberal arts.

Ultimately, this type of education is the most practical of all because it equips you to make a creative approach to problems—present or future. In addition, Gettysburg believes strongly that such an education will foster in you a high sensitivity to moral and spiritual values along with a quest for knowledge which will continue after completion of formal studies.



Although training for specific jobs is not seen as a primary function of a liberal arts education, Gettysburg does not ignore your appropriate concern about careers. The College offers a career services program; preparation and certification for teaching; advisory services for prelaw and premedical students; opportunities for student internships in a variety of fields; and concentration in a major field as preparation either for further specialization in graduate or professional school; or for work in business, industry, or government.

Academic programs at Gettysburg provide you with both a broad range of intellectual experiences and the individual attention you need to make the best use of those experiences. One of the advantages of an education at Gettysburg is the preponderance of small classes, especially in more advanced courses. A student-faculty ratio of 13:1 helps to assure close relationships between you and your professors.

You may select a major field of study from any one of 23 academic areas: art, biology, chemistry, classical studies, economics, English (or English/ theatre arts), French, German, Greek, health and physical education, history, Latin, management, mathematics, music, music education, philosophy, physics, political science, psychology, religion, sociology and anthropology, and Spanish.



Gettysburg College takes pride in the fact that it is listed in each of the major guides to selective colleges, including the most restrictive one, 100 Top Colleges: How to Choose and Get In. While admissions is competitive, states author John McClintock, "the cost of attending Gettysburg is 30% less than at the most expensive colleges."



If you want to concentrate your academic program on a particular problem or area of investigation which involves courses in several different departments, you may design your own major. A Special Major can cover broad areas such as International Studies, or it can focus on a specific topic such as Community Planning and Administration.

The College's distribution requirements assure your acquaintance with several broad areas of study. After you select a major field of study, ample opportunity is provided for electives in fields of your choice.

You will have a faculty adviser to assist you in planning your academic program. Academic counseling is available, as is counseling for nonacademic personal matters. Gettysburg wants you to succeed, and the faculty and staff are dedicated to helping you.

Through membership in the three-college Central Pennsylvania Consortium and through other off-campus and cooperative programs, Gettysburg offers you academic opportunities beyond our campus. Off-campus programs include the Washington Semester programs with American

University in government and politics, economic policy, foreign policy, public administration, justice, urban studies, journalism, or arts and humanities; the United Nations Semester at Drew University; and cooperative programs in marine biology with Duke University or the Bermuda Biological Station. A number of students each year study in foreign countries under our Study Abroad program.

Gettysburg has cooperative programs in engineering with Pennsylvania State University, Rensselaer Polytechnic Institute and Washington University of St. Louis. There is a cooperative forestry and environmental studies program with Duke University. Under all of these programs a student begins his or her college career at Gettysburg and completes it at the cooperating university, earning degrees from both institutions.

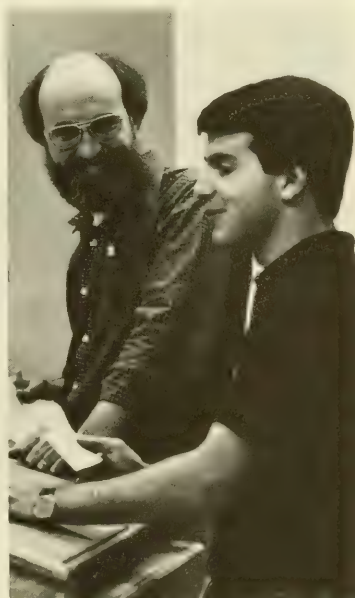
Preparation for a career in teaching is available through the teacher education programs. You can become certified to teach in elementary education, music education, or in one of 12 different secondary education fields.

Gettysburg offers all the courses necessary for you to enter the medical, dental, or veterinary medicine school of your choice. Prelegal preparation does not require specific courses, but for students interested in either medical or legal careers, we have special advisory committees to help students plan their courses and to help them obtain admission to the professional schools they choose.

Gettysburg lets you take much of the responsibility for selecting an academic program that meets your needs and interests. The classes at Gettysburg will challenge you intellectually so you can feel the satisfaction that comes only from meeting that challenge and succeeding.

The faculty at Gettysburg is at the heart of the College's excellence as an academic institution. The faculty members not only are highly skilled as scholars and teachers, but are also very much interested in the growth and development of you, the student.

The faculty is concerned with the continued improvement of its teaching skills. Funds for such improvement have come from grants from two major foundations and the National Endowment for the Humanities in recognition of the College's commitment to excellence in undergraduate teaching as well as from the College's own resources.



Teaching occurs most obviously in the classroom, but it does not stop there. As a student, you will be encouraged to talk to your professors after class and during office hours. You will have a faculty adviser to turn to for advice or just for conversation.

The relationship between students and faculty need not end at graduation. Student-faculty relations continue on a social as well as a scholarly level. If you visit the home of a faculty member during Homecoming Weekend or Commencement, you may find former students as guests.

The first blind student admitted to medical school in the United States in this century was a Gettysburg graduate. His story was the subject of the motion picture made for television, "Journey From Darkness" and the book, *White Coat, White Cane*. Most students do not require the special attention from faculty and other students that was needed to prepare a blind student for medical school, but when an individual student needs such attention, Gettysburg tries to provide it.

While emphasizing the teaching of undergraduates, the faculty is also concerned with scholarly achievement. More than 85% hold the doctoral degree or the highest earned degree in their fields, and many publish books and articles in scholarly journals. These scholarly activities assure that faculty members keep up with—and contribute to—the latest developments in their fields. These scholarly achievements thus help to make the faculty better teachers.

The faculty at Gettysburg is a group of trained scholars and skilled teachers with a warm, personal interest in you, the student.

Gettysburg's 200-acre campus and 44 buildings provide you with excellent facilities for all aspects of college life.

The center of the academic facilities is the Musselman Library/Learning Resources Center. Total library collections include approximately 300,000 volumes, 22,000 microforms, 32,000 government publications, 11,500 records, and subscriptions to 1,300 journals. Musselman Library has an automated library catalog which is accessible through a dozen public access computer terminals.

Today a college needs more than an excellent library. New instructional techniques must be available. Gettysburg's computer center has a sophisticated Burroughs computer which permits use in every major computer language to serve your educational needs and a microcomputer laboratory with more than 30 Apple and IBM microcomputers. The College has a modern language laboratory, a theatre laboratory studio, a greenhouse, an observatory with a 16-inch telescope, and a planetarium with a 30-foot dome on which paths of planets and stars are projected.





Gettysburg is fortunate to have both an RCA EMU4 transmission electron microscope (TEM) and a JEOL TS20 scanning electron microscope (SEM) so that students in the sciences can do any advanced work for which an electron microscope is a necessity.

Eleven residence halls, 11 fraternity houses, and three special interest houses provide you with variety in your housing choices. Eighty-five percent of the students live in College residences or fraternity houses. The College dining hall provides meals on either a contract or occasional basis.

The College Union Building with its many features—including bowling alleys and an Olympic-size swimming pool—is a center of student life on the campus.

Other recreational and athletic facilities include two gymnasiums, a fieldhouse, a stadium with a football field and quarter-mile cinder track, a physical fitness trail, and five additional outdoor athletic fields. Both indoor and outdoor tennis courts are available.

The well-equipped College Infirmary has 9 double rooms for in-patients, a two-bed isolation room, a kitchen, nurses quarters, and treatment, examining, and consulting rooms.

Although many major buildings on campus have been built in the last 25 years, the original campus building—Pennsylvania Hall, built in 1837—has been renovated and serves as the center for administrative personnel. Many other older buildings on campus have been renovated so that their exteriors retain the architectural charm of their period of construction while the interiors contain modern facilities.

For example, there are extensive new facilities for the fine and performing arts. Brua Hall, the recently renovated theatre building, accommodates a 250-seat playhouse with a thrust stage and state-of-the-art sound and lighting, and a laboratory theatre/classroom featuring TV



recording and monitoring equipment. Renovated in 1982, Schmucker Hall houses the Art and Music departments, and contains studios, galleries, classrooms, and practice rooms, as well as an impressive 200-seat recital hall.

A full and diverse program of cultural, extracurricular, and religious activities is provided to enrich your personal and academic growth as well as to provide enjoyment and relaxation.

Student responsibility is promoted through student participation in a number of committees, clubs, and other organizations. Because Gettysburg is a residential college, the Student Life Council

is particularly important. Students play a vital role in the work of this Council, which reviews the College's policies for residential life and student conduct. An elected Student Senate is the main organization of student government. Students also play a vital role in the Honor Commission, which administers the student Honor Code, and the Student Conduct Review Board, which handles disciplinary cases within the student body.

The College has a full calendar of cultural activities. Concerts, plays, and lectures occur frequently. Student performing groups include the Gettysburg College Choir, which has received international recognition, the Chapel Choir, the College Marching and Symphonic Bands, the Gettysburg College-Community Chamber Orchestra, various ensembles, the Owl and Nightingale Players, who present four major theatrical productions each year, and the Laboratory Theatre, which performs a dozen shorter works.

The College Union is the center of student activities on campus. Many events such as concerts, lectures, films, and dances are held in the ballroom of the Union. The student-operated Bullet Hole, also in the Union, is a snack bar that serves as an informal meeting place for the campus.

Social events are also provided by fraternities and sororities. Gettysburg has 11 fraternities and seven sororities, all of which are nationally affiliated.





In addition to the social fraternities and sororities, the College has many departmental, professional, and honorary societies. There are honorary fraternities or clubs for students in 16 different academic areas. Gettysburg also has a chapter of Phi Beta Kappa, the national academic honorary fraternity.

To keep you informed about happenings on campus, there is the student newspaper, the *Gettysburgian*; the student-run FM radio station, WZBT; and a weekly announcement sheet, *This Week at Gettysburg*. The newspaper and radio station offer you opportunities to learn about all aspects of journalism and radio broadcasting.

Other Gettysburg student publications include *The Spectrum*, the College yearbook, and *The Mercury*, a journal of student poems, short stories, photographs, and art work.

At Gettysburg all students can participate in some supervised sport. Depending upon your athletic ability, you may choose to be part of the extensive intramural program for men and women or to play on one of the 20 varsity teams. The intercollegiate program for men includes football, soccer, basketball, swimming, wrestling, lacrosse, tennis, cross country, baseball, golf, and track and field. The golf team is open to both men and women. There are women's teams in field hockey, volleyball, cross country, basketball, swimming, lacrosse, softball, track and field, and tennis. Club sports include a soccer team open to women, rugby and ice hockey teams open to men, and teams in Karate, gymnastics, and bowling open to both men and women. Co-educational recreational sports and fitness programs are also available.

The College is a member of the Middle Atlantic States Athletic Conference and the Centennial Football Conference, and enjoys well-balanced athletic rivalries with other teams in those groups.

Student Life at Gettysburg is lively and diverse. There is one simple goal for all the organized activities on campus—to enhance the full range of your liberal education.



After you take advantage of all that Gettysburg has to offer you, you may wish to pursue further graduate study or to enter your career field immediately. You may be undecided. The Career Services Office will help you to clarify your goals and interests so you can make a wise career choice. This office maintains a library that includes vocational information, and information about graduate studies. Employment interviews with companies are offered on campus; more important, however, the Career Services Office gives training in how to find out about and apply for jobs wherever you may wish to work.



Admission to Gettysburg is based on high academic attainment and evidence of ability to do college work of high quality as indicated by aptitude tests and personal qualities. The College welcomes applications from students of differing ethnic, religious, racial, and economic backgrounds and of differing geographic settings. Applications for admission are due no later than February 15 of your senior year. Offers of acceptance are usually sent by the first week in April. The College complies with the candidates' reply date of May 1. Applications for Early Decision will be considered between November 15 and February 1 of the senior year with notification of acceptance between December 15 and February 15.

Total expenses covering comprehensive academic fee, room, board, and books and supplies are estimated at \$12,650 for the 1986-87 academic year. Additional costs include personal expenses such as laundry and clothing, transportation, etc. A generous program of financial aid is available for students who are unable to finance their entire education from family and/or personal resources.

The College catalogue cannot give the full flavor of Gettysburg. When we ask our students "Why did you choose to come to Gettysburg?" most of them mention the College's academic programs, but they also talk about the friendliness that is Gettysburg. One student said it this way: "I felt so at home when I visited Gettysburg

that I knew I wanted to go there. It seemed the people cared more and noticed me more. When you don't know anyone, simple but meaningful gestures of kindness are never forgotten."

Only by visiting Gettysburg can you gain a fuller understanding of what a Gettysburg education can mean to you. As you sit in on a class, talk to a professor, or chat with students at the Bullet Hole, you will begin to appreciate all the ways that you can benefit from attending Gettysburg. The admissions staff can answer any specific questions you have about the College, but you also will learn much from the many informal conversations you have during your visit.

If you want to visit Gettysburg or if you have any questions about the College, please write—or call—Delwin K. Gustafson, Director of Admissions, Gettysburg College, Gettysburg, Pennsylvania 17325-1484, telephone (717) 337-6100 or 1-800-431-0803.

A two-minute look at Gettysburg

Type of College: Four-year, coeducational, liberal arts college founded in 1832 and affiliated with the Lutheran Church in America.

Location: In the town of Gettysburg, in South Central Pennsylvania. Only 80 miles from Washington, D.C., 55 miles from Baltimore, and 36 miles from Harrisburg, the state capital.

Enrollment: About 1,850 students—approximately one-half are men and one-half are women.

Campus: 200 acres with 44 buildings.

Library: Musselman Library with total collections of 300,000 volumes, 22,000 microforms, 32,000 government publications, 11,500 recordings and subscriptions to 1,300 journals. The library seats 800 students, and has an automated library catalog accessible through a dozen public access terminals, an after-hours study, media theater, graphics center, and language lab.

Faculty: 139 full time with 86% having an earned doctorate or the highest earned degree in their field. Student-faculty ratio is 13.1.

Academic Calendar: Semester.

Degree Programs: Bachelor of Arts, Bachelor of Science in Music Education.

Majors: Art, biology, chemistry, classical studies, economics, English (or English/theatre arts), French, German, Greek, health and physical education, history, Latin, management, mathematics, music, music education, philosophy, physics, political science, psychology, religion, sociology and anthropology, and Spanish. Students may develop their own inter-departmental or inter-disciplinary majors. Many optional minors.

Special Programs: Study Abroad; Washington Semester (government and politics, economic policy, foreign policy, public administration, justice, urban studies, journalism, or arts and humanities); United Nations Semester; cooperative programs in engineering, marine biology, or forestry and environmental studies; computer studies; certification in elementary and secondary education; Internships; Army R.O.T.C.; Cooperative College Consortium with Dickinson and Franklin & Marshall Colleges.



Distinctive Features: Sophisticated Burroughs computer, 28 Apple and 3 IBM microcomputers; two electron microscopes—transmission and scanning units; extensive new facilities for fine arts, music, and drama; planetarium; greenhouse; observatory; writing center; extensive physical education facilities; career services office.

National Honor Societies: Phi Beta Kappa (one of only 18 chapters in Pennsylvania) and honorary or professional societies in 16 academic areas.

Social Life: 11 men's social fraternities and seven women's sororities; College Union which sponsors a diverse schedule of social events.

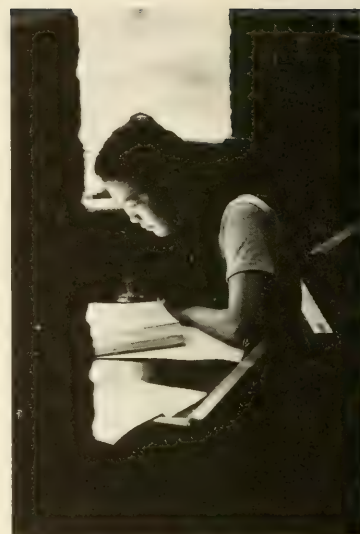
Student Activities: Student-run FM radio station; yearbook; newspaper; full range of musical groups including two choirs and bands, orchestra, and numerous ensembles; various dramatic troupes; numerous student special interest groups.

Cultural Activities: Full schedule of lectures and concerts bringing to campus nationally known speakers and performers; film series at College Union; art exhibits; trips to nearby Washington and Baltimore to events of special interest.

Sports: Extensive intercollegiate and intramural programs with 10 intercollegiate sports for men and 9 intercollegiate sports for women, including 1 coeducational intercollegiate sport; 1 club sport for women, and 2 club sports for men, 3 coeducational club sports; 15 intramural sports for men, 14 intramural sports for women, including 7 corecreational intramural sports.

Student Services: Faculty advisers, academic and personal counseling, career counseling, financial aid counseling.

Residence Halls: Eleven residence halls and three special interest houses. Some residence halls are single sex;



others occupied by students of both sexes. Some student residence areas assigned to special interest student housing groups.

Religious Life: Programs for students of all faiths coordinated through the College Chapel.

Student Government: Students assume the major role in planning student activities and in enforcing rules of responsible citizenship. Student Honor Code gives students responsibility for maintaining high standards of academic integrity.

School Colors: Orange and Blue.





GETTYSBURG

Academic
Policies and
Programs



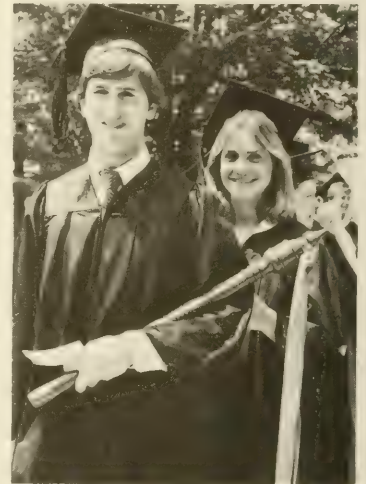
3. Rigorous introduction to the assumptions and methods of a representative variety of the academic disciplines in the sciences, the social sciences, and the humanities. The curriculum must encourage students to recognize that the disciplines are traditions of systematic inquiry, each not only addressing itself to a particular area of subject matter but also embodying an explicit set of assumptions about the world and employing particular methods of investigation. Students should recognize that the disciplines are best seen as sets of carefully constructed questions, continually interacting with each other, rather than as stable bodies of truth. The questions that most preoccupy academic disciplines involve

Academic Purposes of Gettysburg College

Gettysburg College believes that liberal education liberates the human mind from many of the constraints and limitations of its finiteness. In order to accomplish its liberating function, Gettysburg College believes that it owes its students a coherent curriculum that emphasizes the following elements:

1. Logical, precise thinking and clear use of language, both spoken and written. These inseparable abilities are essential to all the liberal arts. They are not only the practical skills on which liberal education depends but also, in their fullest possible development, the liberating goals toward which liberal education is directed.

2. Broad, diverse subject matter. The curriculum of the liberal arts college should acquaint students with the range and diversity of human customs, pursuits, ideas, values, and longings. This broad range of subject matter must be carefully planned to include emphasis on those landmarks of human achievement which have in particular shaped the intellectual life of the present.

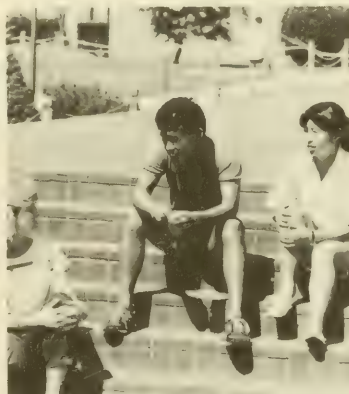




Liberal education should free students from gross and unsophisticated blunders of thought. Once exposed to the diversity of reality and the complexity and arduousness of disciplined modes of inquiry, students will be less likely than before to engage in rash generalization, dogmatic assertion, and intolerant condemnation of the strange, the new, and the foreign. Students will tend to have a sense of human limitations, for no human mind can be a match for the world's immensity. Promoters of universal panaceas will be suspected as the gap between human professions and human performance becomes apparent. Students will tend less than before to enshrine the values and customs of their own day as necessarily the finest fruits of human progress or to lament the failings of their time as the world's most intolerable evils.

interpretation and evaluation more often than fact. Students should learn that interpretation and evaluation are different from willful and arbitrary opinion while at the same time recognizing that interpretations and evaluations of the same body of facts may differ drastically given different assumptions, methods, and purposes for inquiry. Human thought is not often capable of reaching universal certitude.

These necessary emphases of the college's curriculum are liberating both in the sense that they free students *from* narrowness and provincialism and in the sense that they free them *for* the joys and benefits of conscious intellectual strength and creativity.



But wise skepticism and a sense of human fallibility are not the only liberating effects of the liberal arts. With effort and, in all likelihood, some pain, students master difficult skills and broad areas of knowledge. They acquire, perhaps with unexpected joy, new interests and orientations. In short, they experience change and growth. Perhaps this experience is the most basic way the liberal arts liberate: through providing the experience of change and growth, they prepare students for lives of effective management of new situations and demands.

The liberal arts provide a basis for creative work. Creativity is rarely if ever the work of a mind unfamiliar with past achievements. Rather creativity is almost always the reformulation of or conscious addition to past achievement with which the creative mind is profoundly familiar. By

encouraging students to become responsibly and articulately concerned with existing human achievement and existing means for extending and deepening human awareness, Gettysburg College believes that it is best insuring the persistence of creativity.



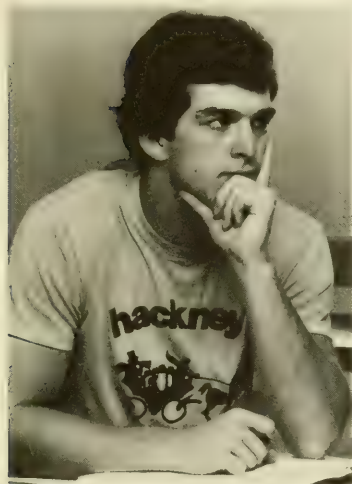
The intellectual liberation made possible through liberal education, though immensely desirable, does not in itself guarantee the development of humane values and is therefore not the final purpose of liberal education. If permitted to become an end in itself, it may indeed become destructive. A major responsibility of those committed to liberal education, therefore, is to help students appreciate our common humanity in terms of such positive values as openmindedness, personal responsibility, mutual respect, empathic understanding, aesthetic sensibility, and playfulness. Through the expanding and diverse intellectual activities offered in liberal education, students may develop greater freedom of choice among attitudes

based on a fuller appreciation of our common humanity and based on clearer recognition of our immersion in a vast, enigmatic enterprise.

The faith of the founders of Gettysburg College expressed in the charter supports the foregoing statement of academic purposes. The open search to know, tempered by humane reflection, complements our religious heritage. Together, we hope to add useful initiative toward the creation of a world in which diversity is more challenging and interesting than it is fear-producing; a world in which one may hear the sad truths reported by cynics while hearing, too, tales of quiet courage, of grace, of beauty, of joy. Then the response to the inevitably dissonant experiences of living

may be wiser as a function of liberal education. Of course, the development of wisdom remains an elusive aim. It involves realms of experience that go beyond the academic, and a time span that encompasses a lifetime. Nevertheless, liberal education can be profoundly useful in the search for the fullness of life.

Adopted by the Faculty
December 1, 1977



The Honor Code

A liberal arts program has as a basic premise the ideal of academic integrity. Gettysburg students live and work in a college community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct.

An academic honor system was instituted at Gettysburg College in 1957 and was strongly reaffirmed in 1976. It is based upon the belief that undergraduates are mature enough to act honorably in academic matters without faculty surveillance and that they should be encouraged to conduct themselves accordingly. At the same time the College clearly recognizes the obligation placed upon each student to assist in maintaining the atmosphere without which no honor system can succeed.

The Honor Pledge, reaffirmed on all academic work submitted, states that the student has neither given nor received unauthorized aid and that he or she has witnessed no such violation. The preservation of the atmosphere of independence permitted by the Honor Code is the responsibility of the community as a whole. Students must comply with the Honor Code both in presenting their own work and in reporting violations by others. No student may enroll at Gettysburg College without first having signed the pledge. A person who would sign the pledge with reservation should not apply for admission.

Alleged violations of the honor code are handled by an Honor Commission elected by the students. Decisions of the Commission may be appealed to a student-faculty-administrative board of review.



Curriculum

The major goals of the curriculum are to provide the student with the ability to think logically and precisely and to use language clearly; an exposure to broad, diverse, subject matter in order to give acquaintance with the range and diversity of human customs, ideas, and values; and a rigorous introduction to the assumptions and methods of a representative variety of academic disciplines in the sciences, the social sciences, and the humanities. The Freshman Colloquy with its strong emphasis on lucid writing, helps students sharpen analytic skills necessary for college and beyond.

Gettysburg College's "Distribution Requirements" assure the student an introduction to the variety of opportunities offered by a liberal arts education. In the freshman year in addition to the Freshman Colloquy in Liberal Learning, the Gettysburg student normally takes courses in a variety of fields and begins to fulfill distribution requirements, such as those in foreign languages, laboratory sciences, social sciences, or literature. In the sophomore year the student usually selects a major and, in consultation with a major adviser, plans a college program which will allow the completion of specific

graduation requirements and also provide opportunities for the widest possible choice of electives. In the last two years most students concentrate on courses in their major fields or a Special Major and supplement their programs with elective courses. Students are expected to complete the two-year physical education requirement by the end of the sophomore year.

Students majoring in the natural sciences usually begin such programs in the freshman year and follow a closely prescribed sequence of courses. Students anticipating careers in medicine, dentistry, or veterinary medicine should begin acquiring necessary preparatory courses in the freshman year.



The Advising System

The College believes that one of the most valuable services which it can render to its students is careful counseling. Each freshman is assigned a faculty adviser to assist in dealing with academic questions, in explaining College regulations, in setting goals, and in making the transition from secondary school to college as smoothly as possible. Special assistance is also available from deans and counselors.

During the first week of the fall semester, all new students participate in an orientation program designed to help them become acquainted with the College. All entering freshmen receive in advance a detailed schedule of events of this program. During orientation, students have individual conferences with their advisers, take part in discussions of college life, and engage in other activities intended to familiarize them with the College. They also take achievement and placement tests which provide the College with valuable information concerning their educational background and academic potential. These tests help Gettysburg to provide an education suited to each student's capacities.



During the year, freshman advisers arrange periodic meetings with their advisees to review the students' progress. Advisers are also available at other times to discuss unexpected problems as they arise. Any changes in a freshman's schedule must be approved by the adviser.

When a student chooses a major field of study, preferably by the end of the sophomore year, a member of the major department becomes his or her adviser and assists in the preparation of the student's class schedule. Thereafter, until the student leaves College, he or she normally retains the same adviser, who performs functions similar to those of the freshman adviser, including the approval of all course schedules. It is the responsibility of all students to take the initiative in

discussing their entire academic program with their advisers and to view that program as a meaningful unit rather than as a collection of unrelated courses.

A student wishing to change the major course of study must notify the department in which he or she is a major and secure the approval of the one desired. Juniors and seniors making such changes should understand that it may be necessary to spend more than four years in residence in order to complete their concentration requirements. Permission to spend more than four years in residence must be obtained from the Academic Standing Committee.

The College encourages qualified students to prepare for graduate work, which has become a necessity in an increasing number of career fields. It is important for such students to become familiar with the requirements of the graduate programs in which they are interested, as well as the qualifications for fellowships and assistantships within these programs, well in advance of their graduation from Gettysburg College. Above all, they should recognize the importance of building a superior undergraduate academic record.

The administration and major advisers informally assist students in securing employment or placement in graduate school. The Musselman Library/Learning Resources Center has a collection of graduate school catalogues for student reference. Four times a year the Graduate Record Examination is given on the Gettysburg campus for those students who plan to enter a graduate school; the Law School Admissions Test is given three times each year on campus. Special advisory committees assist students in planning for the legal and health-related professions.



Credit System

The course unit is the basic measure of academic credit. For transfer of credit to other institutions the College recommends equating one course unit with 3.5 semester hours. The 3.5 conversion factor is also used to convert semester hours to Gettysburg course units for those presenting transfer credit for evaluation at the time of admission or readmission to the College. A small number of quarter course units are offered in Music, Health and Physical Education, and ROTC. These courses may not be accumulated to qualify as course units for graduation. Quarter course units should be equated to one semester hour.

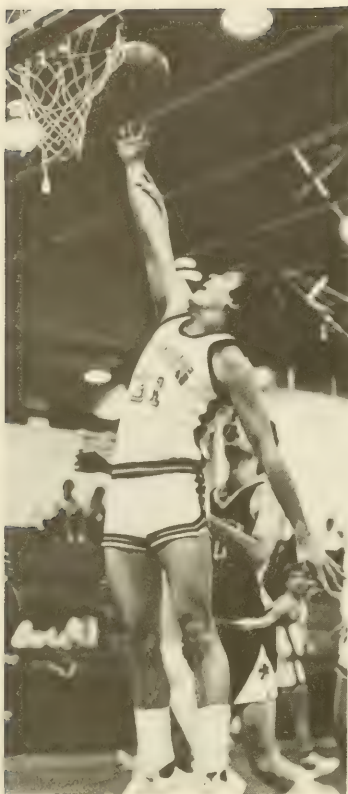


Requirements for the Degree of Bachelor of Arts

The College will confer the Bachelor of Arts degree upon the student who completes satisfactorily the following:

- 1) 35 course units, including Freshman Colloquy; plus 3 quarter courses in Health and Physical Education;
- 2) a demonstration of proficiency in written English;
- 3) a minimum accumulative average of 2.00 and an average of 2.00 or better in the major field;
- 4) the distribution requirements;
- 5) the concentration requirement in a major field of study;





The requirements for the degree of Bachelor of Science in Music Education are found on page 42.

Each student is responsible for being sure that graduation requirements are fulfilled by the anticipated date of graduation.



6) a minimum of the last full year of academic work in residence at Gettysburg College or in an approved College program; and

7) the discharge of all financial obligations to the College.

Quarter course credits do not count toward the 35 course graduation requirement.

No course used to obtain a bachelors degree at another institution may be counted toward the requirements for a Gettysburg College degree.

Writing Policy Since the ability to express oneself clearly, correctly, and responsibly is essential for an educated person, the College cannot graduate a student whose writing abilities are deficient. See Item 1 under College Course Requirements below. Grades on poorly written papers, regardless of the course, may be reduced because of the quality of writing; in extreme cases, a failing grade may be given for this reason.



College Course Requirements

Each student must successfully complete the college course requirements listed below.

1) Demonstration of proficiency in written English during the first year of enrollment. Normally, such proficiency is demonstrated by passing English 101. For other ways to satisfy this requirement, see Exemption from Degree Requirement on p. 35.

2) Freshman Colloquy: a required seminar for all freshmen designed to strengthen reasoning, writing, and speaking skills using a multidisciplinary theme as a focus.

3) Health & Physical Education: 3 quarter courses including one semester of study in each of the following groups: health science, fitness, recreational skills.

Distribution Requirements Each candidate for the Bachelor of Arts degree must satisfactorily complete one of the following sets of distribution requirements. Set 1 is the group of requirements currently in effect. It became effective with the freshman class entering in the fall of 1984. Set II is applicable for those entering before the fall of 1983. Students who entered as freshmen in 1983 have the option of satisfying either set. See the listing on page 64 or, read the departmental material under Course of Study for the specific courses that fulfill each requirement. Any requirement may be satisfied, with or without course credit, by students who can qualify for exemption (see page 35).

Set 1 Effective with the freshman class entering in the fall of 1984. (May also be chosen by students who entered as freshmen in the fall of 1983.)

1) Foreign Language: 1-4 courses. The student must prove proficiency through the intermediate level. Normally, proficiency is demonstrated by completing the 202 course in German, Greek, Latin, or Spanish; the 201-202 course sequence in French; or other designated intermediate level language courses.

2) Arts: 1 course in art, music, creative writing, or theatre arts.



3) History/Philosophy: 1 course in history, philosophy, or culture/civilization in languages or interdepartmental studies. Please note that this is not the same as the History/Philosophy/Religion requirement in Set II below. Religion courses no longer meet this requirement.

4) Literature: 1 course in English, French, German, Greek, Latin, or Spanish literature.

5) Natural Science: 2 courses in biology, chemistry, or physics. The courses must be in the same department and must include laboratory.

6) Religion: 1 course on the 100-level in religion.

7) Social Science: 1 course in anthropology, economics, political science, psychology, or sociology.



8) Non-Western Culture: 1 course to satisfy the distribution requirements listed above must be in a course which gives primary emphasis to African or Asian cultures, or to the non-European culture of the Americas. A student may, instead, take a non-western course that happens not to satisfy any of the other distribution requirements.

Set II Applicable for those entering before the fall of 1984. (Students who entered as freshmen in the fall of 1983 may, however, choose to satisfy the requirements in Set 1.)

1) Foreign languages: normally 2 or 4 courses. The student must satisfactorily complete French, German, Greek, Latin, or Spanish 201-202. Those who place at a higher level, as determined by the department, may satisfy the requirement with one language course above 202.

2) Religion: 1 course on the 100-level, in addition to any course in that Department used in the next requirement.

3) History/Philosophy/Religion: 2 courses, no more than one of which may be in religion. Please note that this is not the same as the History/Philosophy requirement in Set 1 above.

4) Literature: 2 courses, in one or two of the following English, French, German, Greek, Latin, or Spanish Literature.

5) Art, music, creative writing, or theatre arts: 1 course.

6) Laboratory science: 2 course sequence in one of the following: biology, chemistry, or physics.

7) Social sciences: 2 courses in one or two of the following economics, political science, psychology, or sociology/anthropology.

8) Non-Western culture: 1 course from those identified as giving primary emphasis to African and Asian cultures, or to the non-European culture of the Americas.

Major Requirements Each student must successfully complete the requirements in a major field of study. A major consists of from 8 to 12 courses, depending on the field of study, and may include certain specific courses as determined by the department. A department may require its majors to pass a comprehensive examination. Requirements of the various majors are listed in the departmental introductions under Courses of Study.

The following are acceptable major fields of study at Gettysburg College:

Art
Biology
Chemistry
Classical Studies
Economics
English (or English/theatre arts)
French
German
Greek
Health and Physical Education
History
Latin
Management
Mathematics
Music
Music Education
Philosophy
Physics
Political Science
Psychology
Religion
Sociology and Anthropology
Spanish

A student will normally file a declaration of major with the Registrar between May of the freshman year and April of the Sophomore year. A student may declare a second major no later than the beginning of the senior year.



As an alternative to the major fields of study listed above, students may declare a *Special Major* by designing an interdepartmental concentration of courses focusing on particular problems or areas of investigation which, though not adequately included within a single department or discipline, are worthy of concentrated study. The Special Major shall consist of eight to 12 courses, at least six of which must be on an advanced level.

Students interested in declaring a Special Major are urged to consult with the Chairperson of the Committee on Interdepartmental Studies before the end of the sophomore year. Special

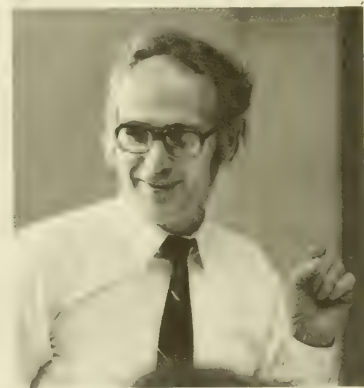
Major applications must be submitted to the Committee on Interdepartmental Studies for its approval no later than the end of the third day of classes of the applicant's junior year.

Optional Minor Beginning with the first semester of the senior year, a student may declare a minor concentration in an academic department or area that has an established minor program. Not all departments have established programs. A minor shall consist of six courses; no more than two of which shall be 100-level courses. Exceptions to the two 100-level course limitation may occur in departments offering more than one major or concentration. Each department having a minor

program stipulates the requirements for it. A student may not declare a minor in the same department in which he or she has a declared major. A student must maintain a 2.00 average in the minor field of study.

Residence Requirements and Schedule Limitations

The normal program for the Bachelor of Arts degree consists of nine courses per year with five courses in one semester and four in the other. Thus, a student will complete graduation requirements in four years of full-time academic work in the September through May academic year. The last full year of academic work must be in residence at Gettysburg College or in an approved College program. Students should not plan to complete requirements as a part-time student during their last semester of residence.





Students proposing to complete graduation requirements in less than four full years, must have their programs approved by the Academic Standing Committee through the Office of the Dean of Educational Services. Such approval should be sought at least a year before the proposed completion of requirements.

A full-time student for academic purposes is one carrying a minimum of three courses during a semester. No student who is a candidate for a degree may take fewer courses than this without permission of the Academic Standing Committee. Students may not take more than five full unit courses per semester without the approval of the Dean of the College or the Dean of Educational Services. In granting approval to take more than five courses, the Dean requires evidence that the student will be able to perform at the B level or above in his or her courses in the term in which over five courses are taken.

Gettysburg College is aware that handicapped persons may have special needs and is willing to make adjustments to meet these needs in order to make the program accessible to them.

The required quarter courses in health and physical education and the optional quarter courses in ROTC, generally taken during the freshman and sophomore years, are in addition to the full course load in each of these semesters. These courses do not count toward the 35 course graduation requirement.



Majors in health and physical education must take quarter courses in physical education activities in addition to the normal course load during the junior year.

Students may take quarter courses in applied music over the course limit with the approval of their advisers and of the Music Department.

A student may audit informally any College course provided permission of the instructor is obtained. No charge will be made for such an audit and no record of auditing will be recorded on the student's transcript.

Registration

Credit will be given in courses for which the student is officially registered. The Registrar announces, in advance, the time and place of formal registration. A student registering after the appointed day will be subject to a \$5.00 late registration fee.

A fee of \$5.00 is also assessed for each course change after the regular registration dates. A proposed change must be submitted to the Registrar on an official course change slip after first being approved by the instructors involved and the student's adviser. Students are

not permitted to enroll in a course for credit later than twelve class days after the beginning of that semester.

By formally completing his or her registration, the student pledges to abide by College regulations.

The Grading System

Normally courses are graded A through F, with these grades having the following significance: A (excellent); B (good); C (fair); D (poor); and F (failing). Instructors may modify their letter grade with plus and minus signs.





In successfully completing a course under this grading system, a student earns a number of quality points according to the following scale:

A+ 4 1/3	C 2
A 4	C- 1 2/3
A- 3 2/3	D+ 1 1/3
B+ 3 1/3	D 1
B 3	D- 2/3
B- 2 2/3	F 0
C+ 2 1/3	

A student's accumulative average is computed by summing his or her quality points and dividing by the number of courses taken. The average is rounded to the third decimal place.

The College reserves the right to make changes and adjustments in the grading system even after a student enrolls.

The College also offers a *Satisfactory/Unsatisfactory grading option*. This option is intended to encourage students to be intellectually adventurous in choosing courses with subject matter or approaches substantially different from their prior academic experience or attainment. An S signifies satisfactory work, and is given if a student performs at the C-level or higher; a U signifies unsatisfactory work, and is given for work below the C-level. A student may elect to take a total of six courses on an S/U basis during his or her four years at Gettysburg College; however, no more than two S/U courses may be taken in any one year. This grading option may not be selected for (1) College course requirements in written English or the Freshman Colloquy, (2) distribution

requirements for graduation, and (3) courses taken in a student's major field. Exceptions may be made with regard to the major in cases where a department specifies that a particular course is available under the S/U grading system only, and in cases where the major was declared after the course was taken and permission is granted by the department. Courses graded S/U do not affect a student's quality point average, but a course completed with an S grade will count toward the total number of courses needed for graduation.

The only exceptions to the two-courses-per-year S/U limit are for the basic skills courses in Health and Physical Education (all of which are graded S/U) and for seniors



who are enrolled in either Education 475 or 477. In determining the maximum number of S/U courses a student may take, the quarter course basic skill courses in Health and Physical Education shall not be counted. Students who enroll in Education 475 or 477 may take an additional course under the S/U option during the senior year, provided that their total number of S/U courses does not exceed six.

When a student registers for and completes a course which he or she has already taken at Gettysburg College, both the credit and the grade previously earned are cancelled, but they are not removed from the permanent record. The credit and grade earned in *repeating the course* are counted toward the student's requirements.

A grade of I (Incomplete) is issued by the Dean of Student Advisement or Dean of Educational Services when emergency situations, such as illness, prevent a student from completing the course requirements on time. Unless the Academic Standing Committee extends the time limit, an incomplete automatically becomes an F if it is not removed within the first six weeks of the semester following the one in which it was incurred.

A student may withdraw from a course only with the permission of the instructor and his or her adviser. A student who officially withdraws for medical reasons receives a W. A student withdrawing after the drop/add period



receives a WP (withdraw passing) or WF (withdraw failing) according to the estimate of the work done in the course up to the time of withdrawal. Those withdrawing from a course during the last five weeks of a semester will receive a WF. A grade of N/F (non-attendance failure) will be given for those who do not attend the classes for a registered course and fail to withdraw properly. The grades of WF and N/F carry 0 quality points and are used in computing averages.

Academic Standing

The Academic Standing Committee normally reviews student records at the end of each semester. A student who is failing to make satisfactory progress toward graduation may be warned, placed on academic probation, advised to withdraw, or required to withdraw. A student on probation must show



satisfactory improvement during the following semester or he or she may be required to withdraw. (In accordance with the regulations of the National Collegiate Athletic Association, a student who is advised to withdraw but chooses to remain at the institution in an attempt to improve his or her academic record, may not participate in the institution's intercollegiate athletic program.)

Transcripts

Each student is entitled to one official transcript of his or her record at no charge. Additional transcripts are \$1.00 per copy. Requests for transcripts must be in writing and should be directed to the Office of the Registrar.

Withdrawal and Readmission

A student who voluntarily withdraws from the College is expected to arrange for an interview with a member of the Educational Services Staff. Failure to do so may jeopardize a student's opportunity for readmission.

All students who leave the College for whatever reason, must petition the Academic Standing Committee through the Office of Educational Services for readmission. The Academic Standing Committee will review the petition, the student's past record, activities since leaving college, and prospects for successful completion of remaining undergraduate work. A student required to withdraw for academic reasons must wait a full year before submitting a petition for readmission.

Students who have been required or advised to withdraw and are subsequently readmitted will normally be considered ineligible to participate in intercollegiate athletics during the first semester of their return to the College.

Transfer Credit

Students may receive a maximum of three course credits for work taken at other colleges after enrolling at Gettysburg if such courses have first been approved by the chairperson of the department concerned and by the Registrar. This transfer option is not available to those who receive transfer credit at the time of admission or readmission to the College. This course credit limitation does not apply to Central Pennsylvania Consortium Courses or to off-campus study programs which are described beginning at page 44. Course credit but not the



grade is transferred to Gettysburg if the grade earned is a C- or better. Grades as well as credit are transferred for work done at another Central Pennsylvania Consortium College, or in certain Gettysburg College approved programs (Washington and U.N. Semesters Programs, Lutheran Theological Seminary Exchange, Duke Marine Laboratory, Bermuda Biological Station, and Wilson College Exchange).

Exemption from Degree Requirements

The College may recognize work on the college level completed elsewhere by a student. This recognition may take the form of exemption from degree requirements and may carry academic credit. Students should present their requests for such recognition to the Registrar. They should be prepared to demonstrate their competence on the basis of their academic record,





Individualized Study and Seminars

There are opportunities in most of the departments for students to engage in individualized study and seminars. These opportunities are primarily for seniors, but other students are frequently eligible. In some departments participation in this type of activity is part of the required program of study; in others it is optional. Most of these courses are numbered in the 400's under Courses of Study.

Senior Scholars' Seminar

The College offers an unusual opportunity for its outstanding senior students. Each fall, the Senior Scholars' Seminar, composed of selected seniors, undertakes the study of a contemporary issue which affects the future of humanity. The issues are ones which pose a threat to the values or existence of human society. Past topics have included genetic engineering, the human habitat, conflict resolution, global disparities, computers and human communication, aging and the aged, U.S. energy policy,

(TSWE) of the College Entrance Examination Board. In 1985, the College exempted those students who scored 58 or above on the TSWE. Those scoring 53-57 were permitted to gain exemption by passing a departmental examination given on the campus.

Students may satisfy the foreign language requirement in a language not regularly offered at Gettysburg by demonstrating achievement at the intermediate level through transfer credit, by examination, through independent study with a Gettysburg faculty member, or through an approved exchange program with the Central Pennsylvania Consortium. For foreign students, who have learned English as a second language, the requirement may be satisfied with the student's primary language.

Advanced Placement Examination results of the College Entrance Examination Board, (see page 155) or examinations administered by the department concerned. The decisions on exemption and credit rest with the department and the Registrar.

Students may satisfy the writing proficiency requirement by scoring sufficiently high on the Test of Standard Written English



dissent and nonconformity, post-industrial society, nature vs. nurture, and environmental protection or exploitation. These issues are multidisciplinary in scope and the students selected for this seminar represent a wide variety of majors.

The Senior Scholars' Seminar invites authorities of national stature to serve as resource persons. Persons who have visited the seminar as consultants include George Wald, Ian McHarg, Kenneth Boulding, Herbert Gans, Paolo Soleri, Alan Westin, Joseph Fletcher, Leon Kass, Stuart Udall, Georg Borgstrom, Maggie Kuhn, David Freeman, Thomas Szasz, Daniel Bell, James Gould, and Howard Odum. Student participants in

the seminar publish a final report based on their findings and recommendations.

During their junior year, students in the top quarter of their class are notified of their eligibility and are invited to apply to participate in the seminar. The Interdepartmental Studies Committee and the course directors select up to twenty participants from as many different academic disciplines as possible, basing their selection on students' interest and academic competence.

Students selected for the seminar are expected to participate in non-credit, informal planning sessions with the course directors during the spring semester of their junior year. The purpose of these sessions is to define

further the seminar topic, to select resource persons, and to select and compile reference material. Students who participate in the planning sessions during the spring semester of their junior year and register for the seminar in the fall semester of their senior year receive two course credits upon satisfactory completion of their work.

Computer Courses

In the tradition of the Liberal Arts, Gettysburg College emphasizes the interdisciplinary nature of the computer as a tool in problem solving. A thorough understanding of the concepts and applications in various

disciplines is important for those students interested in pursuing a career in computer science. The Biology, Chemistry, Economics, Management, Mathematics, Physics, Political Science, Psychology, and Sociology and Anthropology Departments all offer courses that make significant use of the computer. In recent years, 95% of the graduating students have made use of the computing facilities in their courses at Gettysburg.

In addition to these courses in various departments, the College has a Computer Studies curriculum of courses that cover the concepts that are at the core of computer science. These courses are listed under Computer Studies in the Course Descriptions section of this catalogue. While there are within the College over fifty courses that utilize the computer (not including those in the Computer Studies curriculum), the following courses offer a more concentrated study in the use of the computer.

CHEM 305, 306	Physical Chemistry
MAN 353	Cost Accounting
MATH 211	Multivariable Calculus
MATH 212	Linear Algebra
MATH 366	Numerical Analysis
PSYCH 205	Introduction to Statistics and Measurement
PSYCH 305	Experimental Methods
SOC 303	Data Analysis and Statistics



Teacher Education Programs

Gettysburg College education programs in secondary school subjects, elementary education, music education, and health and physical education are competency based and have received program approval from the Pennsylvania Department of Education. The liberal arts are central to the College's teacher education programs. The student planning to teach must complete a major in an academic department of his or her choice. The student fulfills all the requirements for the Bachelor of Arts degree or for the degree of Bachelor of Science in Music Education. Upon completing a program in

teacher education, a student is eligible for a Pennsylvania Certificate, Instructional I, enabling him or her to teach in the public schools of the Commonwealth and nearby states with reciprocal agreements. Students who pursue teacher certification are required to demonstrate computer literacy prior to admission to the Education Semester. Candidates for teacher certification must take the National Teacher Exam.—Core Battery and The Specialty Test.

Secondary Education Students interested in preparing to teach academic subjects in the secondary schools must complete one of the following approved programs for secondary certification: biology, chemistry, physics, general science, mathematics, English, German, Latin, French, Spanish, health and physical education, and comprehensive social studies. These secondary programs have been granted program approval by the Pennsylvania Department of Education. The student must complete an approved program listed in the Handbook for Teacher Education, which will, in most cases, closely parallel the requirements in his or her major. Early planning beginning in the freshman year is essential for all of these programs.

Secondary education students are required to engage in pre-student teaching experiences in the secondary schools during the sophomore and junior years. Students serve as observers, aides, and small group instructors in secondary classrooms. These experiences are part of the requirements for Education 209 (Social Foundations of Education) to be scheduled in the sophomore year, and Education 201



The student seeking admission to the secondary education program must file an application with the Education Department by October 15 of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty from each department which has students in the secondary education program. This Committee also determines standards for admission to the program. Members of the Committee also teach Education 304 for the students of their respective departments and observe them when they engage in student teaching.

(Educational Psychology) to be scheduled in the junior year. For the senior year, the student, in consultation with his or her major department, will select either the fall or spring semester as the Education Semester. The following program constitutes the Education Semester.

Education 303 (Educational Purposes, Methods, and Educational Media: Secondary)

Education 304 (Techniques of Teaching and Curriculum of Secondary Subjects—Biology, English, etc.)

Education 477 (Student Teaching—Secondary two courses)

Note: Only four courses may be taken during the Education Semester.



The admission of a student to the Education Semester depends upon the student's academic achievement and a recommendation from his or her major department. The guidelines for evaluating a student's academic achievement are an accumulative grade point average of 2.33 and a grade point average in the major of 2.66.

Completion of a program in secondary education enables a student to teach in Pennsylvania, and numerous other states cooperating in a reciprocity arrangement.

Students in the program leading to certification in secondary education shall present the six specified courses in Education. In addition to these six courses, students are permitted one additional education course

in individualized study, or in an education internship, to count toward the Bachelor of Arts degree.

Elementary Education The elementary education program is distinctive in giving the opportunity to concentrate in the liberal arts studies and complete an academic major, thus qualifying for the Bachelor of Arts degree.

Students interested in entering the elementary education program should consult with Mr. Slaybaugh or Mr. Packard in the Education Department no later than the fall semester of the freshman year in order to establish a program of study.

The prospective elementary teacher should complete the following program:

1) Psychology 101, and HPE 199 in the freshman year

2) Education 201, Mathematics 180 (Basic Concepts of Elementary Mathematics) and Psychology 225

3) Education 331, Education 370 (Elementary School Science: Purposes, Methods and Instructional Media), Education 209, and Psychology 225 if not completed previously.

4) Education Semester—fall or spring of senior year

Education 475 Elementary Student Teaching (2 courses)

Education 334 Corrective Reading

Education 306 Educational Purposes, Methods, and Institutional Media in Social Studies, Art, and Music. Education 306 is a full-time field based course.

Student teaching (Education 475) and Education 306 consist of 11 weeks of full-time participation in a public school near the College. Education 334 is taught in a four week block and includes a two week full-time experience in the schools under the direct supervision of a reading specialist. Only four courses may be taken during the Education Semester.

Elementary education students are required to engage in pre-student teaching experiences in the elementary schools during the sophomore and junior years. Arrangements for these experiences are made by the Education Department. Students serve as observers, aides, and small group instructors in elementary classrooms.





The student seeking admission to the elementary education program must file an application with the Education Department by October 15 of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty members from the Education Department and other departments. This committee also establishes standards for admission to the program.

The admission of a student to the Education Semester depends upon academic achievement and recommendation of the Committee on Teacher Education. Criteria for admission include a C+ overall average and demonstrated competence in the education courses completed during the sophomore year and in the fall semester of the junior year.

Students interested in teaching in states other than Pennsylvania will find that a number of states certify teachers who have completed a baccalaureate program in elementary education at a college approved by its own state department of education.

Students in the program leading to certification in elementary education shall

present the eight specified courses in Education. In addition to the eight courses, students are permitted one education course in individualized study, or in an education internship, to count toward the Bachelor of Arts degree.

Music Education The prospective teacher of music in the elementary and secondary schools should complete the program for the degree of Bachelor of Science in Music Education. This requires successful completion of 35 courses exclusive of courses in applied music. Also required are two semesters of the basic activities quarter courses in health and physical education.

The program includes:

Music, 12 courses as follows:
Music Theory, 141, 142, 241, 242, 341, 342



Music History and Literature
 Music 312 (History of
 Medieval, Renaissance,
 and Baroque Music)
 Music 313 (Music in Classic
 and Romantic Periods)
 Music 314 (Music in the
 Twentieth Century)
 Conducting
 Music 205 (Choral
 Conducting)
 Music 206 (Instrumental
 Conducting)
 Applied Music
 Music 456 (Senior Recital)
 Fifteen to nineteen quarter
 courses. These do not count
 toward the 35 course
 graduation requirements
 and may be taken in
 addition to the 36 courses
 permitted. Consequently, in
 the fall and spring
 semesters the student will
 typically carry four or five
 full courses plus several
 quarter courses in applied
 music. The latter must
 include work in:



Major performance area
 Piano
 Voice
 Instruments of the Band and
 Orchestra

Music Education, 5 courses as
 follows:

Music 320 (Principles and
 Procedures of Teaching
 Music in the Elementary
 School)

Music 321 (Principles and
 Procedures of Teaching
 Music in the Secondary
 School)
 Music 474 (Student
 Teaching)
 (3 course units)

Certification Requirements
 Psychology 101
 Education 209 (Social
 Foundations of Education)
 Education 201 (Educational
 Psychology)

Employment Prospects in Teaching

Current figures from the National Center for Educational Statistics indicate an increase of 3,370,000 students in elementary schools from 1982 to 1990. There will be a need for many more elementary and secondary teachers in the near future.

Of the 1985 graduates who sought teaching positions in elementary education eighty percent were teaching or in education-related occupations in the next school year, and in secondary one-hundred percent. The average salary

for 1985 graduates reporting this information to the College was \$16,500.

Teacher Placement The College maintains a Teacher Placement Bureau to assist seniors and graduates in securing positions and to aid school officials in locating qualified teachers. All communications should be addressed to the Director of the Teacher Placement Bureau.

Distribution Requirements

Electives

Participation for four years in an authorized musical group and presentation of a recital in the senior year are required.

The student in the Bachelor of Science program should consult with the music department as early as possible in order to arrange a four-year program.





Off-Campus Study

Central Pennsylvania Consortium

The program of the College is enriched by its membership in the Central Pennsylvania Consortium, consisting of Dickinson, Franklin and Marshall, and Gettysburg Colleges. The Consortium

provides opportunities for exchanges by students and faculty and for other off-campus study. The Consortium stands ready to explore innovative ideas for cooperation among the member institutions.

Consortium Exchange Program

Gettysburg College students are eligible to apply for course work at another college within

the Central Pennsylvania Consortium. Students may take a single course or enroll at the "host" college for a semester, or a full year. Gettysburg College accepts both credits and grades earned through the exchange program. Interested students should consult the Registrar.

Additional Off-Campus Programs

Washington Semester Gettysburg College participates with American University in Washington, D.C. in a cooperative arrangement known as the Washington Semester. This program enables a limited number of qualified students in the social sciences to engage in a first-hand study of American government in action. The program is divided into several distinctive areas.

Washington Semester, National Government and Politics focuses on important national institutions and the interrelationships of the various actors in the political process. *Washington Semester in Foreign Policy* examines the



formulation, implementation, and consequences of the foreign policy of the United States. *Washington Urban Semester* concentrates upon the operation of the political and administrative systems of urban America. *Washington Semester in Public Administration* studies the structure, process, and impact of the administrative sector. *Washington Semester in Justice* concerns the nature and sources of crime and violence, the conflicting theories and beliefs about justice and the impact of national policymaking on social and criminal justice. *Washington Semester in Journalism* provides an introduction to the principles, ethics, and issues of American journalism as it exists in Washington, D.C. *Washington Semester in Arts and*

Humanities gives an intensive cultural study of Washington with a focus on a particular area such as art history, foreign culture and language, history, religion, literature, or the performing arts.

Students in the Washington Semester program participate in seminars (two course credits), undertake a major research project (one course credit) and serve an internship (one course credit) in a congressional, executive or political office. The seminars, research project, and internship provide students with several opportunities for discussion with members of Congress and their staff, Supreme Court Justices, administration officials, and lobbyists. Residence in Washington provides a unique setting for the conduct of political research.



The Washington Semester may be taken during either semester of the junior year or the fall semester of the senior year. To qualify, a student must have completed at least one course in political science, have a minimum accumulative average of 2.50, and 3.00 in the major, and clearly demonstrate ability to work on his or her own initiative. Most participants major in political science, history, sociology, and economics, but applicants from other areas are welcomed. Further information may be obtained from the Department of Political Science.





The Washington Economic Policy Semester Gettysburg College participates in this cooperative, intercollegiate honors program with The American University in Washington, D.C. The semester is designed for students with an interest in economics. It examines intensively economic policymaking from both the theoretical and practical, domestic and international points of view. During the semester, students are brought into direct contact with people who are involved in the formulation of economic policy.

The program of study includes (1) the Economic Policy Seminar (two course credits), which encompasses a theoretical analysis of economic policy problems; extensive reading; on site discussions with economic policy decision-makers; preparation of papers; and the presentation of alternative paradigms that may be used to understand economic policy; (2) the choice of an internship (one course credit) in a private or governmental agency involved with economic policy, or an intensive independent research project (one course credit); and (3) an elective chosen from the courses offered by The American University. It should be noted that the grades received in these courses, as well as the credit for four courses, will

appear on the student's Gettysburg College transcript.

This program can be helpful to students in several ways. For all students, it provides an opportunity to dispel the mystery surrounding the policy-making process, to make them better informed citizens, and thus to improve their understanding of the complex interaction between the government and the economy. For those persons who plan to be professional economists, it will provide a practical introduction to learning about the nation's important economic institutions as well as the political considerations that influence the translation of economic theory into government policy. The program will allow students to become familiar with the basic economic issues of the times





The United Nations Semester
Students qualifying for this program spend a semester at Drew University in Madison, New Jersey. On Tuesdays and Thursdays these students commute to the United Nations for a survey course in international organization which consists in part of briefings and addresses by individuals involved in United Nations activities. A research seminar also uses the facilities of the United Nations Headquarters. Other courses to complete a full semester's work are taken at the Drew Campus.

The United Nations program is offered in both the fall and spring semesters. Some scholarship assistance may be available for non-Drew University students. Application should be made in the junior or senior year. Students from any academic concentration who have taken an introductory course in political science and who have maintained a respectable grade point average are eligible for nomination. Further information may be obtained from the Department of Political Science.

and with the different approaches for solving those problems. For the person who is interested in becoming a business economist, lawyer, or community organizer, the knowledge gained about the bureaucracy in Washington and how the federal government operates will be invaluable in his or her career.

The student should take the Washington Economic Policy Semester in the fall or spring semester of the junior year or the fall semester of the senior year. To qualify, a student must have a minimum accumulative grade point average of 2.50, a grade point average of 3.00 in the major, and have demonstrated the ability to work on his or her own initiative. In addition, students wishing to apply for this program should have

completed Economics 103-104, 241, 243, 245, and Accounting 153. Most participants major in economics or management; however, interested applicants from other areas are encouraged to apply. Further information, including the application procedure for this program, can be obtained from Dr. William F. Railing, Department of Economics.

student normally must have a minimum accumulative grade point average of 2.50 and a grade point average of 2.67 in the major. Study abroad programs are not limited to language majors; students in any major field may apply. Further information may be obtained from the Office of the Registrar.

Lutheran Theological Seminary Exchange Gettysburg College students are eligible to take up to four courses at the Lutheran Theological Seminary also located in Gettysburg. Both credits and grades earned at the Seminary will be transferred to the student's college transcript as "in-residence" credit. Interested students should consult the Registrar.

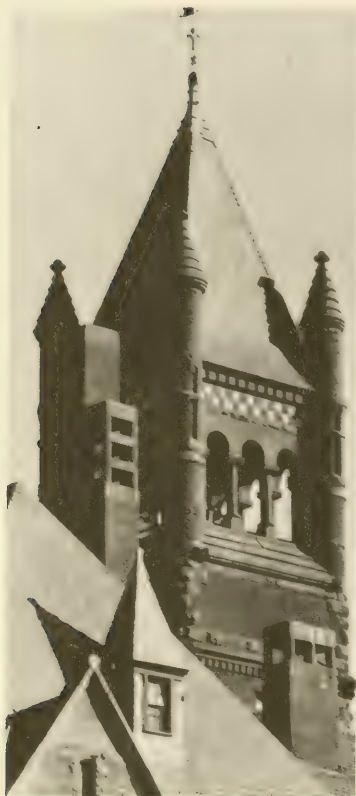
Wilson College Exchange Gettysburg College offers an exchange opportunity with Wilson College, an area college for women with course offerings that supplement Gettysburg's offerings in communications, women's studies, international studies, dance and other creative arts. Students may take a single course or enroll as a guest student for a semester or full year.

Marine Biology The biology department offers two programs for students who may be interested in pursuing studies in marine biology; one program is in cooperation with Duke University and the other with the Bermuda Biological Station.



Study Abroad Qualified students may study abroad during one or two semesters of their junior year or the fall semester of their senior year. The Registrar maintains an information file of possible programs and stands ready to assist students with their unique study plans. It is important to begin the planning process early. During the first semester of the sophomore year students who plan to study abroad should discuss with their advisers the relationship of their proposed course of study to their total academic program. An outline of the program and a list of specific courses with appropriate departmental approval must be submitted to the Academic Standing Committee, which gives final approval on all requests to study abroad. To qualify a





and biological aspects of the marine environment with emphasis on the ecology of marine organisms.

The program, appropriate for second semester juniors, or students who have had 3-4 courses in biology, begins in January and extends to the end of April. The student receives the equivalent of five courses, two of which may be used toward the minimum eight required in biology. The remaining courses will apply toward graduation requirements.

Interested students are urged to contact the Biology Department regarding the current curriculum at the laboratory and additional information regarding the program.



The Bermuda Biological Station (St. George's West, Bermuda) offers courses in biological, chemical, and physical oceanography during the summer. Any course taken by a Gettysburg College student may be transferred to Gettysburg with the grade received in the course provided prior approval is granted by the department.

Gettysburg College is one of a limited number of undergraduate institutions affiliated with the Duke University Cooperative Undergraduate Program in the Marine Sciences. The program, offered at the Duke University Marine Laboratory (Beaufort, North Carolina), is a ten-week semester of courses, seminars, and independent investigations. Studies include the physical, chemical, geological,



Preprofessional Studies

Prelaw Preparation A student planning a career in law should develop the ability to think logically and to express thoughts clearly. In addition, the prospective law student needs a wide range of critical understanding of human institutions. These qualities are not found exclusively in any one field of study. They can be developed in a broad variety of academic majors. It should be noted that a strong academic record is required for admission to law school.

The College has a prelaw committee of faculty and administrators each of whose members is available to assist and advise students in their consideration of the legal profession and to aid them in gaining admission to law school. The committee has prepared a brochure, available through the Admissions and Career Services Offices, describing prelaw preparation at Gettysburg. Students planning a career in law should review this brochure. A list of the members of the prelaw committee is available through the Dean of the College Office.



Premedical Preparation The Gettysburg College curriculum provides the opportunity, within a liberal arts framework, for a student to complete the requirements for admission to professional schools of medicine, dentistry, and veterinary medicine, as well as several allied health schools. Students considering a career in one of these fields are advised to schedule their courses carefully, not only to meet the admission requirements for the professional schools, but also to provide for other career options in the event that their original choices are altered. The following courses will meet the minimal entrance requirements for most medical, dental, or veterinary schools: Biology 111, 112; Chemistry 111, 112; Chemistry 203, 204; Math 107, 108 or Math 111, 112; Physics 103, 104 or Physics 111, 112;



two or three courses in English; and a foreign language through the intermediate level. Since completion of these courses will also give the student minimum preparation for taking the national admissions examinations (to prepare for the Biology sections of these examinations, Biology 200 should also be completed) for entrance to medical, dental, or veterinary school, it is advisable to have completed or be enrolled in these courses by the spring of the junior year, when the tests ordinarily are taken. While most students who seek recommendation for admission to health professions' schools major in either biology or chemistry, the requirements can be met by majors in most other subjects with careful planning of a student's program. Premedical students are encouraged to choose electives in the humanities and social sciences and to plan their programs in consultation with their major adviser or a member of the premedical committee.

All recommendations for admission to medical or dental or veterinary schools are made by the premedical committee, normally at the end of the junior year. Students seeking admission to these professional schools must also take one of the following national admissions examinations: MCAT (medical), DAT (dental), VAT or GRE (veterinary). The Premedical Committee is composed of members from the Departments of Biology, Chemistry, Physics, and Psychology, with the Associate Dean of the College acting as chairperson. Because of the competition for admission to medical school, the premedical committee recommends that a student maintain a high accumulative average (near 3.50) overall and in medical school required courses. Generally, students with a competitive accumulative average and a competitive score on the MCAT gain an interview at one or more medical schools.

The premedical committee has prepared a brochure about preparation at Gettysburg for the health professions. Copies of this are available from the Admissions and Dean of the College Offices. Students interested in the health professions should obtain this brochure.



The premedical committee holds periodic meetings to explain requirements for admissions to health professions schools and to bring representatives of these schools to campus to talk to students. In the office of the Dean of the College is a collection of materials about the health professions. It includes information about admissions requirements, guidebooks on preparing for national admissions examinations, catalogues from many health professions schools, and reference materials on fields such as medicine, dentistry, veterinary science, optometry, pharmacy, podiatry, physical therapy, public health, and health care administration.

Cooperative Programs

Engineering This program is offered jointly with Pennsylvania State University (PSU), Rennselaer Polytechnic Institute (RPI), and Washington University in St. Louis. Students spend three years at Gettysburg College followed by two years at one of these universities. Upon successful completion of this 3-2 program, the student is awarded the Bachelor of Arts degree from Gettysburg and the Bachelor of Science degree in an engineering discipline from one of the three affiliated universities. Although Gettysburg has no current formal affiliation with other engineering institutions, individual students have negotiated similar cooperative arrangements with such institutions as Illinois, Delaware, and Iowa State.

Candidates for this program will have an adviser in the Physics Department. Normally a student will be recommended to PSU, RPI, or Washington University during the fall semester of the junior year. Students must have a minimum of a 3.0 grade point average in order to be recommended except for students interested in electrical engineering at RPI who are required to have a 3.5 average for recommendation.

The specific courses required for admission by each affiliated institution vary and students should schedule courses in close cooperation with the Engineering Adviser at Gettysburg. In general, cooperative engineering students can expect to take Physics 111, 112, 211, 215, 216; Mathematics 111, 112, 211, 212, 363; Chemistry 111, 112 and a Computer Science course. Because PSU's requirements are more restrictive, students who wish to complete their requirements at this institution may need to attend a summer school to be eligible for transfer. All cooperative engineering students will have to complete the distribution requirements of Gettysburg while in residence at Gettysburg. Because of the limited flexibility of the cooperative engineering curriculum, students are urged to identify their interests in this program at the earliest possible time.

Forestry and Environmental Studies

The College offers a cooperative program with Duke University leading to graduate study in natural resources and the environment. The student will earn the bachelor's and master's degree in five years, spending three years at Gettysburg College and two years at Duke University's School of Forestry and Environmental Studies. The student must fulfill all the distribution requirements by the end of the junior year. The first year's work at Duke will complete the undergraduate



degree requirements and the B.A. will be awarded by Gettysburg College at the end of the first year at Duke. Duke will award the professional degree of Master of Forestry or Master of Environmental Management to qualified candidates at the end of the second year.

Candidates for the program should indicate to our Admissions Office that they wish to apply for the Forestry and Environmental Studies curriculum. At the end of the first semester of the third year, the College will recommend qualified students for admission to the Duke School of Forestry and Environmental Studies. No application need be made to the School of Forestry and Environmental Studies before that time. During the first semester of the junior year at Gettysburg the student must file with the Office of the Dean of Educational Services a petition for off-campus study during the senior year. All applicants

are urged to take the verbal and quantitative aptitude tests of the Graduate Record Examination in October or December of their junior year.

The major program emphases at Duke are 1) Forest Resource Management, 2) Resource Ecology, 3) Water and Air Resources, and 4) Resource Economics and Policy; however, programs can be tailored with other individual emphases. An undergraduate major in natural sciences, social sciences, management, or pre-engineering is good preparation for the programs at Duke, but a student with other undergraduate concentration will be considered for admission. All students contemplating this cooperative program should take at least one year each in biology, mathematics, economics and computer science.

Students begin the program at Duke in late August. The student must complete a total of 60 units, which generally takes four semesters.

Some students may prefer to complete the bachelor's degree before undertaking graduate study at Duke. The master's degree requirements for these students are the same as those for students entering after the junior year. All credit reductions are determined individually and consider both the student's educational background and objectives.



Army Reserve Officers Training Program The ROTC program conducted by the Department of Military Science allows a student to earn a commission as a Second Lieutenant in the US Army concurrent with academic degree conferral. The training received in leadership, management and human relations provides an excellent, highly valued foundation for subsequent civilian careers.

The Basic Course covers the first two years of the ROTC Program. Instruction includes the national defense structure, military history, orienteering, wilderness survival, and leadership instruction. The fall and spring semesters of both years involve one hour of

classroom instruction and one hour of professional development lab per week. There is no military obligation involved with enrollment in the Basic Course.

The Advanced Course covers the third and fourth years of the ROTC program. Instruction includes advanced leadership development, group dynamics, organization and management, small unit tactics and administration. Each semester entails three classroom hours, one professional development lab hour per week, and one field training exercise per semester. In addition,

Advanced Course cadets are paid \$100.00 per month. Army ROTC also offers scholarships on a competitive basis. Eligible students may apply for two or three-year scholarships which pay full tuition and book expenses plus \$100.00 per month.

The Military Science Department offers both a 4-year and a 2-year program towards commissioning. Interested students should contact a member of the Department of Military Science for details on both these programs. It should be remembered that a student must have two full academic years remaining to participate in the Advanced Course and must have completed the Basic Course or received credit for the Basic Course prior to being enrolled in the Advanced Course.

Senior Honors

The College awards the following honors to members of the graduating class. These senior honors are intended for students with four years residence at Gettysburg College, and computations for them are based on four years' performance.

1. Valedictorian, to the senior with the highest accumulative average.
2. Salutatorian, to the senior with the second highest accumulative average.
3. Summa Cum Laude, to those seniors who have an accumulative average of 3.750 or higher.
4. Magna Cum Laude, to those seniors who have an accumulative average of 3.500 through 3.749.

5. Cum Laude, to those seniors who have an accumulative average of 3.300 through 3.499.

The Academic Standing Committee may grant the above honors to students with transfer credit if they have satisfied the conditions of the honor during at least two years in residence at Gettysburg College and have presented excellent transfer grades.

In addition to the above, departments may award Departmental Honors for graduating seniors based upon their academic performance in a major field of study. Departmental Honors are awarded to transfer students on the same terms as to

other students since the computation for this award is not necessarily based on four years in residence at Gettysburg College.

Deans' Lists

The names of those students who attain an average of 3.600 or higher in the fall semester, or in the spring semester, are placed on the Deans' Honor List in recognition of their academic attainments. Also, those students who attain an average from 3.330 to 3.599 are placed on the Deans' Commendation List. To be eligible for these honors, a student must take a full course load of at least four courses, with no more than one course taken under the S/U grading option during that semester (except for students taking the Education Term who may take two courses S/U).



Phi Beta Kappa

Phi Beta Kappa elects to membership seniors who have a distinguished academic record in a liberal arts program. No more than ten percent of the senior class may normally be elected. The Gettysburg College Chapter of Phi Beta Kappa received its Charter in 1923 and is one of 237 chapters of Phi Beta Kappa in American colleges and universities.

Prizes and Awards

The following prizes recognize outstanding scholarship and achievement. They are awarded at a Fall Honors Program in October or a Spring Honors Convocation held in April or May. Grades earned in required courses in physical education are not considered in computations for prizes or awards. Transfer students are eligible for prizes and awards.

Endowed Funds

Betty M. Barnes Memorial Award in Biology The income from a fund, established by Dr. & Mrs. Rodger W. Baier, is awarded to a female senior student with high academic ability preparing for a career in biology or medicine.

Baum Mathematical Prize The income from a fund contributed by Dr. Charles Baum (1874), is given to the sophomore showing the greatest proficiency in Mathematics.

John Edgar Baublitz Pi Lambda Sigma Awards The income from a fund initiated by John Eberhardt Baublitz in honor of his father, John Edgar Baublitz '29 who was the first president of the Gamma chapter of Pi Lambda Sigma, is given annually to a senior major in business administration, a senior major in economics, and a senior major in political science.

Anna Marie Buddé Award The income from a bequest from Anna Marie Buddé, Instructor and Assistant Professor of Voice 1953-1972, is given to the outstanding sophomore voice student.

Romeo M. Capozzi Gettysburg College Athletic Training Room Award The income from a bequest from Rose Ann Capozzi in memory of her late husband, Romeo M. Capozzi, is given to the student who has demonstrated the greatest degree of proficiency in Athletic Training Room techniques.

Oscar W. Carlson Memorial Award The income from a fund contributed by the family of Oscar W. Carlson (1921) is given to a senior who demonstrates excellent academic achievement through his or her junior year in three or more courses in the Department of Religion, including two courses above the 100-level.

John M. Colestock Award The award contributed by family and friends, is given to a senior male student whose optimism, enthusiasm, and strength of character have provided exceptional leadership in student affairs.

Malcolm R. Dougherty Mathematical Award The income from a fund contributed by the Columbian Cutlery Company, Reading, Pa., in memory of Malcolm R. Dougherty (1942), is awarded to the sophomore who during his or her freshman year had the highest average in mathematics and who is working to earn part of his or her college expenses.



Margaret E. Fisher Memorial Scholarship Award The income from a fund contributed by Dr. Nelson F. Fisher (1918) in memory of his mother, is awarded to a male student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

Lena S. Fortenbaugh Memorial Prize The income from a fund established by the children of Lena S. Fortenbaugh (M.A. 1925) and Robert Fortenbaugh (1913), Professor of History at the College from 1923-1959, is awarded to the senior selected by the German Department on the basis of outstanding achievement in the study of German language and culture.

Holly Gabriel Memorial Award A fund established by the friends and classmates of Holly Gabriel (1978) provides a memento and notation on a plaque in the office of the Sociology and Anthropology Department to a senior sociology major selected by the department who demonstrates superior academic achievement, concern for the welfare of others, and the intent to continue this service beyond graduation.

Samuel Garver Greek Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Greek during the freshman year.

Samuel Garver Latin Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the



student who has made the greatest progress in Latin during the freshman year.

Graeff English Prize The income from a fund established in 1866 is awarded to a senior selected by the English Department on the basis of outstanding achievement in the work of that Department.

David H. Greenlaw Memorial Prize The income from a fund contributed by Mr. and Mrs. Ralph W. Greenlaw in memory of their son, David H. Greenlaw (1966), is awarded to the student who has contributed most to the technical aspects of the College's drama productions.

Edwin T. Greininger Award in History The income from a

fund contributed by Edwin T. Greininger (1941) and a certificate are awarded to a student selected by the History Department on the basis of the quality of the student's paper written for any of the courses in the department.

John Alfred Hamme Awards Two awards, established by John Alfred Hamme (1918), are given to the two juniors who have demonstrated in the highest degree the qualities of loyalty, kindness, courtesy, true democracy, and leadership.

Henry W. A. Hanson Scholarship Foundation Award The income from a fund contributed by College alumni in honor of Henry W. A. Hanson and in recognition of his leadership of and distinguished service to Gettysburg College and to the cause of education in the Lutheran Church and the nation, is awarded to a senior who plans to enter graduate school in preparation for college teaching. The student must have taken the Graduate Record Examination. If the senior chosen cannot accept, the next qualified candidate is eligible, and if no member of the senior class is chosen, a committee may select a member of a previous class.

Harry C. and Catherine Noffsinger Hartzell Award The income from a fund, contributed by James Hamilton Hartzell (1924) in memory of his parents, is awarded to the outstanding junior student in the Department of Sociology and Anthropology. The selection of co-recipients may be made at the discretion of the Department.

James Boyd Hartzell Memorial Award The income from a fund contributed by James Hamilton Hartzell (1924) and his wife, Lucretia Irvine Boyd Hartzell, is awarded to a junior student majoring in economics or in management for outstanding scholarship and promise in these fields. The selection of co-recipients may be made at the discretion of the Departments of Economics or Management.

James Hamilton and Lucretia Irvine Boyd Hartzell Award The income from a fund contributed by James Hamilton Hartzell (1924) and his wife is awarded to a sophomore student for outstanding scholarship and promise in the field of History. The selection of co-recipients may be made at the discretion of the History Department.

Mildred H. Hartzell Prize The income from a bequest from Mildred H. Hartzell (1926) is awarded to a student who shows high quality in more than scholarship with preference being given to a member of Alpha Phi Omega, the national service fraternity, or other such organizations as may reflect similar quality and ideals.

Hassler Latin Prize The income from a fund contributed by Charles W. Hassler, is awarded to the best Latin student in the junior class.

John A. Hauser Meritorius Prize in Business The income from a fund contributed by the family of John A. Hauser is awarded to an outstanding Management major who has achieved excellence in both

academic studies and campus leadership while demonstrating good character and concern for high moral standards.

Rev. George N. Lauffer (1899) and M. Naomi Lauffer (1898) Scholarship Award The income from a fund is given each year to a junior who has maintained high scholarship and who evidences outstanding ability and Christian character. It is understood that the recipient will complete the senior year at Gettysburg College.

Mr. and Mrs. William H. MacCartney Scholarship Award The income from a fund established by Michael Alan Berk and Kerry MacCartney Berk (1975) is given to a student on the basis of academic excellence, initiative shown in a work-study program, and contributions to the College through leadership in campus activities.

J. Andrew Marsh Memorial Awards The income from the fund is presented each year to the sophomore and junior students of Gettysburg College who best exemplify the "whole person" concept through positive attitude, exceptional spirit, high standards, and notable achievement, both curricular and extracurricular. Priority is given to candidates in the Army ROTC program.

Military Memorial Prize The income from a fund contributed by alumni and friends of the College is awarded to the student who has attained the highest standing in the advanced course of the Reserve Officers Training Corps.





Miller Senior Prize in Physics The income from a fund contributed by Alumni and friends of the College in memory of George R. Miller (1919) is awarded to a senior for sustained outstanding performance in physics. The selection of the recipient may be made at the discretion of the Physics Department.

Franklin Moore Award The income from a fund contributed by the friends of Mr. Moore is given to the senior who, during his or her undergraduate years, has shown the highest degree of good citizenship and, by character, industry, enterprise, initiative, and activities has contributed the most toward campus morale and the prestige of the College.

Muhlenberg Freshman Prize The income from a fund given by Dr. Frederick A. Muhlenberg (1836) is awarded to the freshman taking Greek or Latin who attains the highest general quality point average.

Muhlenberg Goodwill Prize An illuminated certificate is awarded to a senior male student "For his growth during formative years at Gettysburg College in awareness of personal responsibility for the welfare of all peoples; for a degree of achievement in same during College years; and in the hope of his future accomplishment for betterment of Community, State and Nation."

William F. Muhlenberg Award The income from a fund is awarded to two juniors

on the basis of character, scholarship, and proficiency in campus activities.

Nicholas Bible Prize The income from a fund contributed by the Rev. Dr. J. C. Nicholas (1894) is awarded to the senior who has done the best work in advanced courses in religion.

Clair B. Noerr Memorial Award An inscribed medal, established by Constance Noerr (1958) in memory of her father, is awarded to a senior woman on the basis of proficiency in athletics, scholarship, and Christian character.

Dr. John W. Ostrom Composition Awards The income from a fund contributed by Dr. John W. Ostrom (1926) is awarded to the student who achieves excellence and demonstrates the greatest improvement in freshman composition (English 101) and to the student who achieves excellence and demonstrates the greatest improvement in advanced composition (English 201).

Dr. John W. Ostrom English Award The income from a fund contributed by Dr. John W. Ostrom (1926) is awarded to the student who has, in the judgment of the members of the Department of English, written the best expository essay for an upper level English course.

Keith Pappas Memorial Award Notation on a plaque in the Office of the Dean of Student Life and a certificate is given annually as a memorial to Keith Pappas (1974), an honors graduate who made an extraordinary

contribution to the life of this College and its people. This award is to be given to a current student who most significantly affects the College community through the quality of his or her participation in its functions and whose divergent contributions give form to what is called Gettysburg College.

Jeffrey Pierce Memorial Award The income from a Memorial Fund established in honor of Jeffrey Pierce (1971), is awarded annually to that male senior who, in the judgment of the Department, has reached the highest level of achievement in the field of history.

Martha Ellen Sachs Prize The income from a fund contributed by John E. Haas in memory of his aunt, a Lecturer at the College, is awarded to a student exhibiting excellence in English composition, with consideration given to improvement made during the year.

Stine Chemistry Prize The income from a fund contributed by Dr. Charles M. A. Stine (1901), is awarded to a senior chemistry major on the basis of grades in chemistry, laboratory technique, personality, general improvement in four years, and proficiency in chemistry at the time of selection.

Earl Kresge Stock Prizes The income from a fund contributed by Earl Kresge Stock (1919) is awarded to the three students who write the classroom papers judged best in the areas of the humanities, the sciences, and the social sciences.



Samuel P. Weaver Scholarship Foundation Prizes Prizes established by Samuel P. Weaver (1904), are awarded to the two students writing the best essays on an assigned topic in the field of constitutional law and government.

Earl E. Ziegler Junior Mathematics Award The income from a fund contributed by Phi Delta Theta Alumni is given in honor of Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935-1968, to the student who is majoring in mathematics and has the highest average in mathematics through the middle of the junior year.

Earl E. Ziegler Senior Mathematics Award The income from a contribution by Earl E. Ziegler, Associate

Professor of Mathematics at Gettysburg College from 1935-1968, is awarded to the mathematics major who has achieved the highest average in mathematics through the middle of the senior year.

Edwin and Leander M. Zimmerman Senior Prize The income from a fund is given to the senior whose character, influence on students, and scholarship have contributed most to the welfare of the College.

John B. Zinn Chemistry Research Award The income from a fund contributed by the family of John B. Zinn (1909), who was Professor of Chemistry at the College from 1924-1959, is awarded to the senior making the greatest contributions in his or her own research in Chemistry and to the research activities of the Chemistry Department.

Unendowed

Charles W. Beachem Athletic Award The Physical Education Department presents a trophy in memory of Charles W. Beachem (1925), the first alumni secretary of the College. Based on Christian character, scholarship, and athletic achievement, the award is given to a senior student.

Beta Beta Beta Junior Award This award is given to a junior Biology major who has become an active member of Beta Beta Beta. The award is based on scholarship, character, and attitude in the biological sciences.

Beta Beta Beta Senior Award This award is given to a senior Biology major who has demonstrated academic excellence in the biological sciences. The award is based on scholarship, character, and an active participation in the Rho Chapter of Beta Beta Beta.

C. E. Bilheimer Award Notation on a plaque and a memento are given to the senior major in health and physical education with the highest academic average.

College President's Award: Military Science An engraved desk writing set is awarded to the outstanding senior in the Army ROTC program chosen on the basis of academic excellence, military performance, especially leadership ability, character, industry and initiative, and participation in activities.

Delta Phi Alpha Prize A book on German culture is awarded to the outstanding student for the year in the German Department.



Anthony di Palma Memorial Award An award established by the family of Anthony di Palma (1956), provides a book to the junior having the highest marks in history. Other things being equal, preference is given to a member of Sigma Chi fraternity.

French Cultural Counselor's Award A book presented by the Cultural Counselor of the French Embassy is awarded to a senior for outstanding achievement in French.

Frank H. Kramer Award The award is given by Phi Delta Theta fraternity, in memory of a former Professor of Education, to a senior for the excellence of his or her work in the Department of Education.

Pennsylvania Institute of Certified Public Accountants Award This award, sponsored

by the Pennsylvania Institute of Certified Public Accountants, is presented to a senior selected by the faculty of the Management Department who has demonstrated excellence in the area of accounting and who, by participation in campus activities, shows qualities of leadership. Eligibility for this award is based on the satisfactory completion of a substantial number of accounting courses.

Psi Chi Award The award is given to a senior psychology major, in the spring of his or her senior year, who shows promise in the field of psychological endeavor. Other things being equal, preference is given to a member of Psi Chi.

Psi Chi Junior Award An award is given to a senior psychology major who has displayed outstanding potential and initiative throughout his or her junior year.

Sceptical Chymists Prize To encourage the presentation of talks, the prize is awarded by the organization to the member or pledge who delivers the best talk before the Sceptical Chymists during the year.

Sigma Alpha Iota College Honor Award Sigma Alpha Iota, an international music fraternity, gives an award each year to a young woman in the local chapter who has exemplified the highest musical, scholastic, and ethical standards, whatever



her class standing. Contributions to the local chapter of Sigma Alpha Iota and participation in Music Department activities are important criteria for selection.

Sigma Alpha Iota Honor Certificate Sigma Alpha Iota annually awards in each chapter an honor certificate to the graduating woman who holds the highest academic average among music majors.

Society for Collegiate Journalists Award A medal is presented to a student who has done outstanding work on the College newspaper or literary magazine or with the radio station.

Dr. George W. Stoner Award The income from a fund is awarded to a worthy male senior accepted by a recognized medical college.

Student Life Council Award A citation is awarded to a student in recognition of the quiet influence he or she has exerted for the improvement of the campus community.

Wall Street Journal Student Achievement Award The award of a silver medal and a year's subscription to the *Wall Street Journal* is presented to a senior in the Department of Economics and to a senior in the Department of Management who have shown outstanding academic achievement in the study of finance and economics.

Charles R. Wolfe Memorial Award An award is given by Alpha Xi Delta to a graduating senior on the basis of scholarly endeavor, warmth of personality, and dedication to the College.





GETTYSBURG

Courses
of Study

Each year the Registrar's Office issues an Announcement of Courses listing the courses to be taught during the fall and spring semesters and the times they will be taught. Since not every course listed in the following pages is offered each year, the Announcement of Courses should be consulted to obtain the most current information about course offerings.

Usually, courses numbered 100-199 are at a beginning level. Intermediate courses are numbered 200-299. Courses numbered 300-399 are at an upperclass level. Courses numbered 400 and above are advanced seminars, internships, and individualized study.

Courses which are listed with two numbers, e.g., Biology 101, 102, span two semesters. For courses separated by a hyphen, the first numbered course must be taken as a prerequisite for the second. Where the two numbers are separated by a comma, either of the semesters of the course may be taken independently of the other.

The College and distribution requirements for a B.A. degree are listed on page 27 and for a B.S. in Music Education on page 43. Courses to meet the distribution requirements are offered in various departments.

Following is a listing of the courses that may be taken to satisfy each of the distribution requirements (Set 1 listed on page 27). The department introductions and course listings on the following pages indicate to a greater degree the specific courses which fulfill certain requirements.

Requirements	Courses that fulfill the requirement
Writing Proficiency	English 101 (or exemption by examination).
Freshman Colloquy	Interdepartmental Studies (IDS) 100, but taught by professors from various departments.
Foreign Language	French 201-202, 205, 206; German 202; Greek 202; Latin 202 or 203; Spanish 202, 205, 206.
Arts	Art (all courses in history and theory); English 205, ThA 105, 203, 204, 252; Music 101, 103, 104, 105, 106, 107, 108, 109, 312, 313, 314.
History/Philosophy	Classics 121, 122; Greek 251; Latin 251; French 310; German 211, 212, 213; Spanish 310, 311; IDS 101, 102, 206, 211, 227, 228, 312; History (all courses except Hist 300); Philosophy (all courses).
Literature	Classics 262, 264, 266; French, German, Greek, Latin and Spanish Literature, but not language or civilization courses; IDS 103, 104, 222, 235, 237, 238, 301, 302, 312; English (all courses except Eng. 101, 201, 203, 205, 206, 208, 209, 305 and courses in speech and theatre arts).
Natural Science	Biology 101, 102 or 111, 112; Chemistry 101, 102 or 111, 112; Astronomy 101, 102; Physics 101, 102, 103, 104; 111, 112.
Religion	Religion (all 100-level courses) (See Religion department course listings for courses that meet the History/Philosophy/Religion requirement).
Social Sciences	Anthropology (all courses except 102); Economics 103, 104; Political Science 101, 102, 103, 104; Psychology 101; Sociology (all courses except 204, 301, 302, 303).
Non-Western Culture	Anthropology (all courses except 102); Art 227; Economics 338; French 331; Hist 221, 222, 224, 251, 254, 321; IDS 227, 228, 235, 237, 238; Political Science 263, 265; Religion 202, 241, 242; Sociology 219.

Art

Associate Professors Agard (Chairperson)
and Paulson
Instructor Small and Trevelyan
Adjunct Instructors Barrick, McLaughlin,
and Ramos

Overview

The Art Department has the following major objectives:

(1) to educate the visual sensibilities beyond the routine responses, toward an awareness of the visual environment around us, as well as cognition of works of art as the living past; (2) to study the historical-cultural significance and aesthetic structure of architecture, painting, and sculpture, and the enduring dialogue between continuity and change; (3) to teach the history of art and the practice of art as separate but interrelated disciplines; (4) to provide the interested major with a curriculum which will give him or her a foundation for graduate or professional study leading to a career in high school or college teaching, to commercial art and industrial design, or as professional painters, sculptors, and printmakers.

The Department offers to prospective majors a flexible program of study in interrelated studio and art history courses. It encourages students from disciplines other than art to select from both types of courses.

Requirements and Recommendations

Requirements for students concentrating in studio art are: Art 141, 145, 146, 120 and courses in painting, printmaking, and sculpture, additional courses in at least two of these disciplines and a minimum of two courses in addition to Art 120 in the area of history and/or the theory of art. Students are encouraged to take additional courses in the discipline of their special interest and competence.

Students intending to concentrate in studio art are advised to take Art 141, 145, in their freshman year if their interests will lead to an emphasis in Painting and Printmaking. Students interested in a Sculpture/Painting or Sculpture/Printmaking emphasis are advised to take Art 141, 145, and 146 in their freshman year.

For such majors there will be a portfolio review and senior show at the end of the second semester of the senior year.

Requirements for majors concentrating in the history of art are: a minimum of nine art history courses (including Art 120) selected by the student, in consultation with the adviser, which will meet his or her projected needs and which the Department considers to be a coherent program; and two basic studio courses in order to sharpen visual perception and foster an understanding of visual structure. Students intending to concentrate in the history of art should take Art 111, 112, and 120 in the freshman year. Students concentrating in art history must take at least two 300-level courses and Art 400.

Because of graduate school requirements and extensive publications in French, German, and Italian, students interested in the history of art are advised to fulfill their language requirement in one of these languages.

The Art Department reserves the right to keep one work by each student from each studio course. These selections will become a part of the Department's permanent collection.

Art History and/or Theory of Art Minor

Students interested in minoring in Art History are advised to take the following courses: one (1) 100-level studio course, one (1) 200-level studio course, Art 120 and three (3) 200-level art history and/or theory of art courses. Students with an acceptable knowledge or background in art history may seek an exemption from Art 120. If the student is released from Art 120 by the instructor, the student must take four (4) 200-level art history and/or theory of art courses.

Art Studio Minor

Students interested in minoring in Studio Art are advised to take the following courses: two (2) art history and/or theory of art courses and four (4) studio courses.

Students minoring in either art history and/or theory of art or studio art should be reminded that not more than two (2) 100-level courses are acceptable to fulfill the College's requirements for a minor.

Distribution Requirements

Any course in the area of history and theory of art may be counted toward the distribution requirement in arts.

Special Facilities

The new 1,100 sq. foot Schmucker Hall Art Gallery displays nine different exhibitions each

year. Included in the gallery calendar are works by professional artists, a faculty show, a student show, several senior art major shows, and numerous theme and specially funded exhibitions.

A collection of approximately 35,000 color slides supports the teaching of art history and studio classes. Available to students is a corresponding collection of 20,000 opaque color reproductions of architecture, painting, and sculpture. Art museums in Washington, Baltimore, and Philadelphia, as well as art exhibits at the College, make possible the necessary contact with original works of art.

The Department has presses for relief, surface, and intaglio printmaking. For sculpture it has both gas and electric welding equipment, power tools for working in wood, stone, and plastic, and a small foundry for bronze casting.

History and Theory of Art

111, 112 Ideas and Events Behind the Arts

Introductory study of the visual arts from prehistoric times to the 19th century. Class will examine reasons for changes in the content, form, and function of two-dimensional and three-dimensional art. Exercises in visual analysis of individual works develop critical methods. Fulfills distribution requirement.

Staff

120 Theory of the Visual Arts

A course to give the liberal arts student a basic approach to visual experience. This is not a chronological survey but a study of visual elements which relate to art. The emphasis will be on painting but other forms of art will also be considered. Fulfills distribution requirement in Arts.

Ms. Small

201 Arts of Ancient Greece and Rome

An introduction to the painting, sculpture, and architecture of the Classical World explaining the cultural and intellectual difference between the people of these two civilizations and reflected in the Arts of both. Fulfills distribution requirement in Arts.

Ms. Trevelyan

203 Italian Painting 1300-1600

Survey of late Medieval, Renaissance, and Mannerist painting in Italy within the context of religious, philosophical, and social changes and in response to changing concepts of space. Major emphasis on Florentine painting in the

fifteenth century and on painting in Rome and Venice during the sixteenth century. Lectures will emphasize formal analysis and the relationship of form and content. Fulfills distribution requirement in Arts. *Prerequisite:* Art 111 or Art 112 or Art 201 or permission of instructor.

Ms. Trevelyan

206 European Painting 1700-1900

Introduction to eighteenth century painters in Italy, France, and England and their relationship to the Enlightenment. Major emphasis on the evolution of painting in France during the nineteenth century in relation to the changing social, political, and philosophical climate. Special attention will be given to impressionism and Post-impressionism. Alternate years. Fulfills distribution requirement in Arts. *Prerequisite:* Art 111 or Art 112 or Art 120 or Art 201 or permission of instructor.

Ms. Small

210 Twentieth Century European Painting

Study of the schools and critical writings surrounding the major figures. Such movements as Art Nouveau, Nabis, Fauvism, Cubism, Futurism, German Expressionism, De Stijl, Dada, and Surrealism will be considered. Fulfills distribution requirement in Arts. Recommended prior courses: Art 111 or Art 112 or Art 120.

Ms. Small

221 Eighteenth and Nineteenth Century American Painting

Survey of American painting from the Colonial Period to 1900, studied in relationship to developments in Europe, and with emphasis on the response of art to the changing social and technological environment in America. Alternate years. Fulfills the distribution requirement in Arts.

Ms. Small

227 The Native Arts of North America

A survey of the arts created by the original inhabitants of North America emphasizing the cultural and religious traditions that formed the basis for most of it. Emphasis will be on developing an understanding and appreciation of the fundamental differences between the arts and cultures of native people and those of modern western cultures, as well as aspects of similarity. The arts and people of every major geographical region in North America will be examined. Fulfills the distribution requirement in Arts and the distribution requirement in Non-Western Culture.

Ms. Trevelyan

307 The Mannerist and Baroque Periods in European Art

A study of painting, sculpture, and architecture in Europe from the first decades after the Reformation through their transformation under the impact of the Counter-Reformation. Artistic developments in Italy will be discussed as well as allied approaches in Northern Europe and Spain. The works of some of the world's best known artists will be examined—including Bernini, Caravaggio, Rubens, Rembrandt, Vermeer, El Greco, Velasquez, and Poussin. *Prerequisites:* Art 201 or any one-hundred level art history course or permission of instructor.

Staff

317 History of Modern Architecture

Study of the character and development of modern architecture and the contributions of Sullivan, Wright, Gropius, and Corbusier toward creating new environments for contemporary society. Alternate years. Fulfills distribution requirement in Arts. *Prerequisite:* Art 111 or Art 112 or permission of instructor.

Staff

322 Painting in America Since 1900

Survey of twentieth-century painting. Two basic themes of the course are: the changing social role of painting as America's self-image develops and the aesthetic role of the eclectic process. Fulfills the distribution requirement in Arts. Recommended prior course: History 132.

Ms. Small

335 History of Modern Sculpture

Study of the evolution of sculptural forms from the nineteenth century through the present decade with emphasis on the effects of science and technology on man's changing image of man and his universe. Alternate years. Fulfills the distribution requirement in Arts. *Prerequisite:* Art 111 or Art 112 or permission of instructor. Recommended prior courses: History 317, History 318.

Mr. Paulson

400 Seminar

An advanced study of a specific issue in art history. Although the approach will vary to some extent according to the specific topic, common denominators will be a close examination and analysis of art objects and a thorough investigation of the historical and social background. Students will develop skills in advanced verbal and visual research, written and oral projects, and critiques. Topics will be selected according to interest in significant areas not otherwise covered in course offerings. Topics

presently under consideration are: Ruskin and the 19th Century; Influence of Japanese Prints on Western Painting; American Female Artists since 1945. Alternate years for one semester.

Prerequisites: Minimum of 3 art history courses, at least one of which is a 300-level course, or permission of instructor.

Mesdames Trevelyan and Small

Studio Courses

The purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop the ability to organize visual material; and to integrate the intuitive and rational into creative activity. Lectures accompany basic studio courses when necessary to relate theory and practice.

The Lora Qually Hicks memorial fund, established by family and friends in honor of Lora Qually Hicks (1971), provides funds for the purchase of works created by Gettysburg students.

141 Introduction to Drawing

An introductory course. Drawing from the model and controlled studio problems. Intended to promote coordination of the hand and the eye to achieve a degree of technical mastery over a variety of drawing tools. Emphasis will be placed on line quality, techniques of shading, negative-positive relationships, figure-ground relationships, form, structure, and an awareness of the total field. Offered fall semester only.

Mr. Agard

142 Introduction to Drawing

Builds on the knowledge and skills accumulated in Art 141. Focuses on a wide range of drawing techniques and media. Experimental techniques and concepts, mixed-media, and collage will be introduced. Subjects will include the model, nature, architecture, interiors, and other visually interesting situations. *Prerequisite:* Art 141 or permission of instructor. Offered spring semester only.

Mr. Agard

145 Basic Design (two-dimensional)

An introductory course to help the student develop a capacity to think and work conceptually as well as perceptually, and to provide a basic discipline with which to organize a variety of materials into structural and expressive form.

Mr. Agard

146 Basic Design (three-dimensional)

An introductory course extending the basic disciplines of 141 into the third dimension. Projects introduce materials such as clay, plaster, wood, and metal. The intent of this course is to assist students to organize three-dimensional forms.

Mr. Paulson

241 Intermediate Drawing

Intermediate studio problems: emphasis on drawing concepts and the development of individual student concerns in a series.

Prerequisites: Art 141 or permission of instructor, and Art 142. Offered spring semester only.

Mr. Agard

251 Painting

Development of a series of paintings according to a thematic image. Assigned problems are designed to introduce a variety of conceptual, procedural, and experimental possibilities.

Prerequisite: Art 141 or permission of instructor. Recommended prior course: Art 322.

Mr. Agard

252 Painting

Development of unique and experimental techniques, procedures, images, presentations, and textural applications. A series of paintings is developed. Alternative concepts and methodology are discussed. Students are referred to works by artists who have related aesthetic interests. *Prerequisites:* Art 141 or permission of instructor and Art 251. Offered odd years only.

Mr. Agard

255 Introductory Printmaking

An introductory course in printmaking. The creative process as conditioned and disciplined by the techniques of intaglio and lithography. Discussion of past and contemporary methods, and the study of original prints. *Prerequisite:* Art 141 or permission of instructor.

Mr. Paulson

256 Printmaking

Further experiments but of individual concerns with concentration on one technique.

Prerequisites: Art 141 and Art 255.

Mr. Paulson

261 Introductory Sculpture

An introduction to the fundamentals of three-dimensional forms and modes of expression involving creative problems in the organization of space, mass, volume, line, and color. Correlated lectures and demonstrations will be used to acquaint the student with those aspects of sculptural history and theory relevant to studio projects. This course is intended for the general student as well as the art major.

Prerequisite: Art 146 or permission of instructor. Recommended prior course: Art 355.

Mr. Paulson

262 Sculpture

A program of studio projects (arranged by the instructor and the student) concerned with developing an individual approach to three-dimensional form with concentration in directly fabricating techniques involving a series of experiments in spacial organization.

Prerequisites: Art 146 or permission of instructor, and Art 261.

Mr. Paulson

351 Advanced Painting

Advanced studio problems: emphasis on painting concepts and the development of individual student concerns in a series. *Prerequisites:* Art 141 or permission of instructor, Art 251, 252, 322. Offered odd years only.

Mr. Agard

355 Advanced Printmaking

Experimental printmaking concentrating on personal development of one method and exploration. *Prerequisites:* Art 141 or permission of instructor, and Art 255, 256.

Mr. Paulson

361 Advanced Sculpture

Further exploration of individual three-dimensional concerns with concentration in one media and technique. *Prerequisites:* Art 146 or permission of instructor, and Art 261, 262, 335.

Mr. Paulson

Individualized Study

Provides an opportunity for the well-qualified student to execute supervised projects in the area of his/her special interest, whether studio or history. Repeated spring semester.

Staff

Biology

Professors Barnes and Cavaliere
Associate Professors Beach, Hendrix
(*Chairperson*), Mikesell, Schroeder, Sorensen,
and Winkelmann
Assistant Professor Logan
Laboratory Instructors P. Price, H. Tresham,
H. Winkelman, and J. Zeman

Overview

Courses in the Department are designed to provide a foundation in basic biological concepts and principles, and the background necessary for graduate study in biology, forestry, dentistry, medicine, veterinary medicine, and various other professional fields. All courses in the Department include laboratory work.

Requirements and Recommendations

The minimum of eight biology courses required for a major must include Biology 111, 112, and 200, but is exclusive of Electron Microscopy and internships. Beyond the three above, there are no specific courses required for the major. This relative freedom permits the attainment of the different backgrounds required for various biological careers. Specialization at the expense of breadth, however, is discouraged. A student, in consultation with his or her adviser, should construct a broad, balanced curriculum. Every program should include at least one course from the area of botany, one from zoology, and one 300-level course. Biology 111, 112 are prerequisites for all upper-level biology courses. Exceptions are made for those minoring in biology or by permission of the instructor.

Chemistry 111, 112 and Chemistry 203, 204 are required of all majors in Biology. It is desirable, but not essential that Chemistry 111, 112 be taken in the freshman year and that Chemistry 203, 204 be taken in the sophomore year.

Two courses in introductory physics (either Physics 103, 104 or Physics 111, 112) are required for admission to graduate and professional schools, but this subject is not a requirement for the major.

A minimum competency in statistics and calculus is expected of all majors in biology. Any deficiency should be rectified with Mathematics 105 (Applied Calculus) and Mathematics 107 (Applied Statistics). Students desiring a double major with chemistry, mathematics or physics must take Mathematics 111, 112 (Calculus of a Single Variable).

A minor in biology includes Biology 101, 102 (or Biology 111, 112) and any other four courses in the Department which would count toward the major provided that all prerequisites are met.

Distribution Requirements

The distribution requirement in laboratory science may be satisfied by Biology 101, 102, or by Biology 111, 112.

Special Facilities

Greenhouse, animal quarters, aquarium room, environmental chambers, electron microscopy laboratory (housing both scanning and transmission electron microscopes), independent study laboratories.

Special Programs

Cooperative program in Forestry and Environmental Studies with Duke University (p. 53). Cooperative programs in Marine Biology with Duke University and Bermuda Biological Station (p. 49).

101, 102 General Biology

Designed for the non-science major. Subject matter includes the structural organization of organisms; the relationship of structure and function; the interactions between organisms and environment. Particular attention is given to the relationship of biology to human concerns. Three class hours and laboratory.

Messrs. Hendrix, Mikesell, and Staff

111, 112 Introductory Biology

Designed for science majors. Basic cell structure and function, energy transformations, functional design of plants and animals, genetics, evolution and phylogeny, and principles of ecology are emphasized. Three class hours and laboratory. Biology 111 a prerequisite for Biology 112.

Messrs. Barnes, Cavaliere, and Staff

200 Cell Biology

Structure and function of eukaryotic cell membranes and organelles; protein synthesis, structure, and function; energy relationships; the cytoskeleton; cell-cell interactions; molecular genetics; cell evolution. Three class hours and laboratory.

Mr. Schroeder

201 Vertebrate Morphology

Detailed examination of the origins, structures, and functions of the organ systems of vertebrates. Special attention is given to the evolution of major vertebrate adaptations. Three class hours and two scheduled laboratories. Alternate years. Offered 1987-88.

Mr. Winkelmann

202 Structural Plant Development

Anatomical approach to the study of higher plant structures. The origin and differentiation of tissues and organs, environmental aspects of development and plant anomalies are studied. Six hours a week in class-laboratory work. Alternate years. Offered 1987-88.

Mr. Mikesell

204 Taxonomy of Flowering Plants

Identification, classification, structural diversity, and evolutionary relationships of angiosperms. The course includes extensive field work for collection of local flora, and methodology and principles of related disciplines, e.g., plant geography, cytogenetics, and numerical taxonomy. Three class hours and laboratory-field.

Mr. Beach

215 Electron Microscopy

Introduction to basic theory and practice of transmission electron microscopy (Zeiss EM 109) and scanning electron microscopy (JEOL JSM T20); techniques of tissue preparation and introduction to interpretation of animal and plant ultrastructure. Three class hours and laboratory. Cost: approximately \$50.00 for materials which will remain property of student. Does not count toward the eight minimum courses required for a major.

Ms. Logan and Mr. Cavaliere

217 An Evolutionary Survey of the Plant Kingdom

Synopsis of embryo-producing plants, primarily liverworts, mosses, fern allies, ferns, and seed plants. Emphasis is on comparative morphology, adaptive diversity, and phylogeny. Six hours a week in class-laboratory work. Alternate years. Offered 1986-87.

Mr. Mikesell

218 Protistan Biology

Study of algae, fungi, and protozoans with emphasis on both the cellular and subcellular levels. The course will include the identification, morphology, physiology, reproduction, ecology, phylogeny, and culture techniques. Three class hours and laboratory. Alternate years. Offered 1987-88.

Mr. Cavaliere

224 Vertebrate Zoology

Introduction to the systematics, distribution, reproduction, and population dynamics of vertebrates. Field and laboratory emphasis is on natural history, collection, and identification. Six hours in class, laboratory, or field. Optional trip to North Carolina.

Mr. Winkelmann

227 Invertebrate Zoology

Biology of the major free-living metazoan invertebrate groups, exclusive of insects, with special emphasis on adaptive morphology and physiology and on evolution. Six hours a week in class-laboratory work.

Mr. Barnes

230 Bacteriology

Introduction to the biology of bacteria, their morphology, reproduction, physiology, genetics, and ecology. Isolation, cultural techniques, environmental influences, biochemical, genetic, and immunological characterization of bacteria are emphasized in the laboratory. Three class hours and laboratory.

Mr. Hendrix

300 Plant Physiology

Physiological processes in vascular plants. Plant responses, growth promoting substances, photoperiodic responses, water absorption and transpiration, mineral nutrition, and general metabolic pathways are studied. Three class hours and laboratory. Alternate years. Offered 1986-87. *Prerequisite:* Biology 200 or permission of instructor.

Mr. Cavaliere

305 Ecology

Principles of ecology, with emphasis on the role of chemical, physical, and biological factors affecting the distribution and succession of plant and animal populations and communities. The course includes numerous field trips to a variety of local freshwater and terrestrial habitats. Three class hours and laboratory-field.

Mr. Beach

310 Principles of Genetics

Principles of Mendelian genetics, the interpretation of inheritance from the standpoint of contemporary molecular biology, and the relationships between heredity and development, physiology, ecology, and evolution. Three class hours and laboratory. *Prerequisite:* Biology 200.

Ms. Logan

320 Developmental Biology

Survey of the principles and phenomena of biological development at the molecular, cellular, and organismic levels of organization. Major attention is given to embryonic development in multicellular organisms, especially animals. Vertebrates are emphasized in the study of the formation of animal organ systems. Three class hours and laboratory. *Prerequisite:* Biology 200.

Mr. Sorensen

325 Animal Behavior

Study of animal behavior through readings, films, discussions, and field and laboratory observations. A wide range of phenomena will be considered, from simple reflex responses to complex social organizations. The role of behavioral adaptations in the biology of animal species will be emphasized. Three class hours and laboratory. Alternate years. Offered 1986-87.

Mr. Winkelmann

332 Immunobiology

Introduction to the structure and function of the immune system in vertebrates at the molecular, cellular, and organismal levels of organization. Antibody structure, the interaction of antibody and antigen, the genetics of antibody diversity, the immune response, immunity to infection, hypersensitivity, and transplantation reactions are emphasized. *Prerequisite:* Biology 200. Three class hours and laboratory. Alternate years. Offered 1987-88.

Mr. Sorensen

340 Vertebrate Physiology

Homeostatic regulation of basic physiological parameters. Mammals are emphasized with other vertebrate groups considered for comparative purposes. *Prerequisite:* Biology 200. Three class hours and laboratory.

Mr. Schroeder

341 Biochemistry

Introduction to the principles of biochemistry. Topics include the structure and function of proteins, nucleic acids, lipids and carbohydrates; the kinetic analysis of enzyme activity; the thermodynamics of biochemical reactions; and the organizations, regulation, and integration of metabolic pathways. Laboratory includes an independent project designed by the student. *Prerequisites:* Biology 200 and Chemistry 204. Three class hours and laboratory.

Mr. Sorensen

Individualized Study

Independent investigation of a topic of special interest to the student. Study would normally include both literature and laboratory research carried out under the direction of a faculty member familiar with the general field of study. A seminar dealing with the investigation will be presented to the staff and students as a part of individualized study. Open to juniors and seniors. A single Individualized Study may be used toward one of the 8 courses required to fulfill the major. *Prerequisite:* Approval of both the directing faculty member and the Department prior to registration day.

Staff

Chemistry

Professors Fortnum and Rowland
Associate Professor Parker (*Chairperson*)
Assistant Professors Grzybowski, Jameson,
and Ruszczyk
Assistant Instructors Jackson and Prouty
Laboratory Instructor Luckenbaugh

Overview

Each course offered by the Department provides an opportunity for a concentrated study of the various principles of classical and contemporary chemical knowledge. From the introductory to the advanced courses, application is made of basic theories and methods of chemical investigation. The courses offered by the Department utilize lectures, discussions, library work, on-line computer literature searching, videotapes/films, and laboratory investigations in order to emphasize the concepts that underlie the topics covered. Each course, as well as the major itself, is designed for the curious and interested student.

The program of the Department is accredited by the American Chemical Society. The paths taken by majors after graduation are varied; many enter graduate work in chemistry. Graduates also enter medical and dental schools, industrial and government research laboratories, secondary school teaching, and other fields such as business and engineering.

Requirements and Recommendations

The eight basic courses required for a major are Chemistry 111, 112 (or 112A), 203, 204, 221, 305, 306, and 317. Additional offerings within the Department may be elected according to the interests and goals of the individual student. Physics 111 and 112 and mathematics through 211 are required of all chemistry majors. Additional courses in mathematics (212) and physics may be recommended for those contemplating graduate study in certain areas. Junior and senior majors are expected to join with staff members in an afternoon seminar series which is designed to provide an additional opportunity for discussion of current developments in the field. Approved safety goggles must be worn in all laboratories. Prescription glass but *not contact lens* may be worn under safety goggles.

For the prospective secondary school teacher the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Chemistry.

Individualized study and independent laboratory work are available in connection with most courses. An honors section (112A) of the Fundamentals of Chemistry course provides a select group of students with such an opportunity at the introductory level. During the student's junior or senior year the major may elect Chemistry 462, a research course in which a student can utilize his or her knowledge and creativity intensively.

The optional minor shall consist of Chemistry 111, 112 (or 112A) plus four other chemistry courses at the 200 level or above. Individualized Study courses may not be counted toward the optional minor.

Distribution Requirements

The following combinations of chemistry courses may be used to satisfy the distribution requirement in laboratory science: either 101 or 111 followed by 102, 112 or 112A. (Course credit will not be given for more than two introductory chemistry courses. Credit will NOT be given for both 111 and 101 OR for both 102 and 112.)

Special Facilities and Programs

Breidenbaugh Hall which houses chemistry classrooms and laboratories was completely renovated in 1985. The Department's library is at the disposal of all students. Numerous lectures and seminars are sponsored by the Department and Sceptical Chymists. These involve resource persons from universities, industries, government agencies, and professional schools and are designed to complement the curricular activities of the Department. An annual highlight is a three-day visit by an outstanding scholar in the field of chemistry. The program is supported by The Musselman Endowment for Visiting Scientists. Many qualified upper-classmen—chemistry majors and others—gain valuable experience from serving as laboratory assistants.

101 General Chemistry

Study of chemical principles with emphasis placed on providing the student with an understanding of how these principles relate to the non-scientist, especially in the areas of industry, ecology, health, and philosophy. Laboratory experiments are designed to offer a "hands-on" familiarity with the principles discussed in the lectures. The course is designed for students planning to complete only two courses in chemistry and who may have limited or no previous exposure to chemistry. Three lecture hours and one laboratory.

Mr. Grzybowski

102 General Chemistry

Review of principles studied in Chemistry 101 and application to problems of current and historical interest. Demonstrations and laboratory experiments are designed to illustrate and complement the material discussed in class. *Prerequisite:* Chemistry 101 or 111. Three lecture hours and one laboratory.

Mr. Jameson

111 Fundamentals of Chemistry

Study of atomic structure, theories of bonding, stoichiometric relationships, properties of solutions and gases, and elementary thermodynamics. The laboratory work covers quantitative relationships by employing titrimetric and gravimetric techniques. This course is designed for biology, chemistry, and physics majors and others with a secondary school background in chemistry and elementary mathematics. Course credit is not granted for both Chemistry 101 and 111. Three lecture hours and one laboratory afternoon.

Mr. Parker

112 Fundamentals of Chemistry

Study of kinetics and mechanisms of reactions, equilibrium, electrochemistry, and theories of complex formation. Laboratory work includes kinetic studies, qualitative analysis, and the application of various instrumental procedures to quantitative analysis. Course credit is not granted for both Chemistry 102 and 112. *Prerequisite:* Chemistry 111. Three lecture hours and one laboratory afternoon.

Mr. Grzybowski

112A Fundamentals of Chemistry

Designed as an honors seminar for the more capable first-year chemistry students. Kinetics equilibrium, electrochemistry, and coordination chemistry are among the topics discussed. Laboratory work includes experiments in kinetics and equilibrium and the application of principles from lecture to a project of several weeks duration. Emphasis is placed on independent work with necessary guidance in both the seminar and the laboratory. *Prerequisites:* Chemistry 101 or 111 and invitation of the Department. Two afternoons.

Mr. Parker

203 Organic Chemistry

Study of the fundamental concepts of the chemistry of carbon compounds with emphasis on methods of preparation, reaction mechanisms, stereochemical control of reactions, and the application of spectroscopy to problems of identification. *Prerequisite:* Chemistry 112 or 112A. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Rowland

204 Organic Chemistry

Study of the various classes of organic compounds, including substitutions in the aromatic nucleus, polycyclic compounds, and natural products such as amino acids, carbohydrates and peptides. *Prerequisite:* Chemistry 203. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Rowland

221 Chemical Applications of Spectroscopy

Study of the theories and applications of ultraviolet, infrared, nuclear magnetic resonance, and mass spectroscopy are discussed in relation to the import of these spectroscopic methods in the analysis of chemical systems. The utilization and limitations of each type of spectroscopy are covered. Course work includes lectures, discussions, and laboratory sessions. The lab periods involve the use of spectrometers in the identification of organic compounds. Lecture work is supplemented by films and videotapes. *Prerequisite:* Chemistry 203.

Staff

305 Physical Chemistry

Study of the principles of thermodynamics and kinetic theory as applied to the states of matter, chemical reactions, equilibrium, the phase rule, and electrochemistry using lectures, readings, problems, discussions, and laboratory exercises. The computer is used as a tool for solving problems and for the reduction of experimental data. *Prerequisites:* Chemistry 112 or 112A, Physics 112, mathematics through calculus (usually Math 211). Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

306 Physical Chemistry

Introduction to theories of chemical kinetics, quantum mechanics, and statistical thermodynamics and their applications to chemical systems through the use of problems, lectures, readings, discussions, laboratory investigations, and projects. The computer is used for modeling, simulations, and solving problems. Assignments are made so as to encourage the individual study of specific related physical chemical phenomena. *Prerequisite:* Chemistry 305. Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Fortnum

317 Instrumental Analysis

Study of chemical analysis by use of modern instruments. Topics include complex equilibria, electroanalytical methods, quantitative spectroscopy, and chromatography. Analytical methods will be studied from both a chemical and an instrumentation point of view. The laboratory will stress quantitative analytical procedures and laboratory preparations.

Prerequisites: Chemistry 204 and 221. Three lecture hours and two laboratory afternoons.

Mr. Grzybowski

353 Advanced Organic Chemistry

Study of synthetic, mechanistic, and theoretical concepts in organic chemistry. Particular emphasis is placed on the study of methods used to determine organic reaction mechanisms, stereospecific reactions, photochemistry, pericyclic reactions, and the design of multistep syntheses of complex molecules. The laboratory work involves the development of modern, advanced, synthetic skills as applied to multistep synthesis together with extensive use of the chemical literature; in addition, each student will complete a short research project.

Prerequisites: Chemistry 204 and 221. Three lecture hours and two laboratory afternoons.

Mr. Jameson

373 Advanced Inorganic Chemistry

Study of valence bond, crystal field, and molecular orbital theories; boron chemistry; organometallic compounds; structural, kinetic, and mechanistic studies of coordination compounds. Group theory and symmetry are applied to various systems. *Prerequisite:* Chemistry 305. Three lecture hours and one laboratory afternoon.

Mr. Parker

462 Individualized Study Research

An independent investigation in an area of mutual interest to the student and a faculty director. The project normally includes a literature survey and a laboratory study. An oral report to staff and students and a final written thesis are required. A student wishing to enroll in this course should consult with the faculty director and submit a written proposal to the department for approval at least three weeks before the last day of classes of the semester preceding the semester in which this course is to be taken. *Prerequisites:* Permission of the faculty director and approval of the proposal by the chemistry department. Open to junior and senior chemistry majors. Offered both semesters.

Staff

Classics

Professor Pavlantos (*Chairperson*)
Assistant Professors C. R. Held and Snively

Overview

The courses offered are designed to acquaint the student with the language, literature, history, and civilization of Greece and Rome. These societies present a microcosm of all human experience. Fulfillment of the human potential in spite of adversities and threats to existence was the ultimate quest then as it is today. Learning how the founders of western civilization dealt with such conflicts as the aspirations of youth and the compromises of middle age, the claims of community and individual rights, the ecstasy of love, and the despair of loss can help us understand our own thoughts and emotions as we confront these age old problems and pressures.

Requirements and Recommendations

The department offers majors in Greek, Latin, and Classical Studies. Required for all majors: Cl. 121, Cl. 122, Cl. 400. Additional requirements:

Latin Major:	7 courses in Latin including Lat. 312, beyond Lat. 102, Latin 251
Greek Major:	7 courses in Greek beyond Gr. 102, Gr. 251
Classical Studies Major:	8 courses. The 202 level in either Latin or Greek must be attained.

In both Greek and Latin language courses, 201, 202 or their equivalent is a prerequisite for all higher language courses.

A minor consists of six courses in the department including two language courses.

Distribution Requirements

Latin 201, 202 and Greek 201, 202 may be used to meet the College's language requirement. Latin 203, 204, 303, 306, 308, 309, 311, 401, Greek 203, 204, 301, 302, 303, 304, 306 and Classics 262, 264, 266 may be used in partial fulfillment of the literature distribution requirement. Classics 121, 122, Latin 251 and Greek 251 may be used toward fulfillment of the College distribution requirement in history/philosophy or in history, philosophy or religion and Latin 251 and Greek 251 may be counted toward a major in history.

For prospective secondary school teachers the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Latin.

Special Programs

Through a cooperative arrangement under the auspices of the Central Pennsylvania Consortium, Gettysburg, along with the other two member colleges—Dickinson and Franklin and Marshall—share membership in both the American School of Classical Studies in Athens and the Intercollegiate Center for Classical Studies in Rome.

Greek

101, 102 Elementary Greek

Introduction to the alphabet, inflections, and syntax of Attic Greek.

Staff

201, 202 Intermediate Greek

Designed to increase the student's skill in reading texts. Selections from Xenophon's *Anabasis*, some writers of the New Testament and other authors are read, with an emphasis on grammar. *Prerequisites:* Greek 101, 102 or its equivalent.

Staff

203 Plato

The *Apology* and *Crito*, with selections from other dialogues.

Staff

204 New Testament Greek

Introduction to Koine Greek. Selections from the New Testament are read with attention to their language and content. Not offered every year.

Mr. Held

251 Greek History

Survey of Hellenic civilization from the Bronze Age to the Hellenistic period. Papers required. A knowledge of Greek not required. Offered 1986-87.

Ms. Pavlantos

301 Homer

Selections from the *Iliad* and *Odyssey* with examination of syntax and style. Not offered every year.

Ms. Snively

302 Greek Historians

Readings in the text of Herodotus or Thucydides. Not offered every year.

Ms. Pavlantos

Classics

303 Greek Comedy

An introduction to Greek drama. Selected comedies of Aristophanes are read with attention to style and metrics. Not offered every year.

Staff

304 Greek Tragedy

Selected plays of Aeschylus, Sophocles, and Euripides. Various plays are also read in English. Oral reports required. Not offered every year.

Mr. Held

306 Greek Oratory

Selected orations of Demosthenes and Lysias. Not offered every year.

Mr. Held

Individualized Study

Staff

Latin

101, 102 Elementary Latin

Introduction to Latin.

Ms. Snively

201, 202 Intermediate Latin

Designed to increase the student's skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. *Prerequisite*: two years of secondary school Latin or Latin 101, 102.

Ms. Snively

203 Roman Prose

Selections from Roman prose writers and intensive review of grammar. *Prerequisite*: three or four years of secondary school Latin or Latin 201, 202.

Ms. Snively

204 Roman Poetry

Extensive reading in Catullus, Ovid, and Horace with an examination of poetic forms other than epic. *Prerequisite*: three or four years of secondary school Latin or Latin 201, 202.

Ms. Pavlantos

251 Roman History

The history of the Republic and Empire. Papers required. A knowledge of Latin not required. Offered 1987-88.

Ms. Pavlantos

303 Cicero

Selected essays of Cicero, with supplemental reading from letters and orations. Supplemental reading in English. Not offered every year.

Staff

306 St. Augustine

Selections from *Confessions* with attention to the differences between Late Latin and Classical Latin. Not offered every year.

Mr. Held

308 Roman Satire

Selections from Horace, Martial, and Juvenal with attention to the changes in language and style from the Classical to the Post Classical period. Not offered every year.

Ms. Pavlantos

309 Roman Historians

Selections from Livy and Tacitus with attention to their peculiarities of language and style. Offered 1986-87.

Ms. Pavlantos

311 Lucretius

Extensive reading in *On the Nature of Things* with attention to Lucretius' metrical forms, science, and philosophy. Not offered every year.

Staff

312 Prose Composition

Designed to increase the student's ability to translate from English to Latin, includes a thorough grammar review. Not offered every year.

Ms. Pavlantos

401 Vergil

Study of Vergil's literary style, poetic genius, and humanity as seen in the *Aeneid*. Open to seniors and qualified juniors. Not offered every year.

Ms. Pavlantos

Individualized Study

Staff

Classical Studies

121 Survey of Greek Civilization

Survey of the politics, history, literature, art, etc. of the Greek polis from its beginning to the conquest of Alexander with emphasis on Greek concepts which influenced western thought. Knowledge of Greek not required.

Ms. Pavlantos

122 Survey of Roman Civilization

Survey of the politics, history, literature, art, etc. of Rome from its founding to the Council of Nicea with emphasis on the authority of the state and development of a system of law and government encompassing the whole Mediterranean. Knowledge of Latin not required.

Ms. Snively

230 Classical Mythology

Survey of classical mythology with attention to the process of myth-making and the development of religion. No knowledge of Greek or Latin required. Offered 1987-88.

Ms. Snively

262-266 Genre Literature

An examination of the genre literature of Greece and Rome in translation. Selected works will be studied through analysis of form, structure, and content. No knowledge of Greek or Latin required.

Staff

262 Ancient Epic

Study of Homer, Apollonius of Rhodes, and Vergil. Offered 1987-88.

Ms. Pavlantos

264 Ancient Tragedy

A study of Aeschylus, Sophocles, Euripides, and Seneca. Offered 1988-89.

Ms. Pavlantos

266 Ancient Comedy

A study of Aristophanes, Menander, Plautus, and Terence. Offered 1986-87.

Ms. Pavlantos

400 Senior Seminar

Content will be determined each year by the senior class in consultation with the staff. Required of all majors.

Staff

Individualized Study

Staff

Computer Studies

Professors: Fortnum and Mara

Associate Professors: Flesner, Kellett, Leinbach (*Chairperson*), and K. Niiro

Assistant Professors: Magness and Wijesinha

Overview

The Computer Studies curriculum is designed to encourage students to develop the practice of clear thinking and logical reasoning needed to take advantage of the opportunities to develop and apply new approaches to problem solving. The emphasis of the curriculum is on algorithmic thinking, which links computers and the humans who use them. An algorithm is an unambiguous procedure for solving a problem. Algorithmic thinking involves not only the development of algorithms, but also a creative and critical approach to problem solving. Typical questions which a student must ask about a working algorithm: How general is it? How clear is it? How efficient is it? How should the data be presented and stored? How is it best implemented? The Computer Studies curriculum provides the student with a means for analyzing these and other questions.

The courses listed below cover those concepts which are at the core of computer science. This core can serve as a base for students who intend to apply the principles of computing to their academic discipline and also for students who wish to become computer scientists. Courses in Computer Studies are taught by faculty members from the Chemistry, Economics, Physics, and Mathematics Departments.

Requirements and Recommendations

The following courses are designed to meet the needs of the two types of students mentioned in the preceding paragraph.

Computer Studies 105 is an introductory course which emphasizes problem solving with the computer. Programming projects for this course are done in the Pascal language. The following course, Computer Studies 106, has Computer Studies 105 as a prerequisite. A student who has had a rigorous high school computing course which included programming in the Pascal language may obtain permission to take Computer Studies 106 without taking Computer Studies 105. Upon completing Computer Studies 106, a student may take Computer Studies 216, Data Structures, or Computer Studies 230,

Interactive Computer Graphics Systems. The Data Structures course is a prerequisite for the remaining Computer Studies courses. It is strongly recommended that a student who intends to take Computer Studies courses beyond Computer Studies 106, take either Mathematics 111-112 or Mathematics 105-106.

The minor in Computer Studies consists of six courses, Computer Studies 105-106, and four Computer Studies courses at the 200 or 300 level. These courses may be selected from the Computer Studies course offerings according to the student's interests and needs.

In addition, students intending to do graduate work in Computer Science are advised to take Differential Equations, Discrete Mathematics, Modern Algebra, and Numerical Analysis from the Mathematics Department. It is also recommended that these students take the Electronics and Microprocessor courses offered by the Physics Department.

Facilities

The College maintains a Burroughs 5920 computer with both batch and terminal processing. This computer is used extensively in all upper-division Computer Studies courses and provides computing power comparable to that in most large scale installations. Students have access to the ALGOL, BASIC, COBOL, FORTRAN, Pascal, and PL/I languages and to software that includes major packages in graphics, operations research, scientific subroutines, simulation, and word processing. There are more than 50 terminals available for student use. The Academic Computer Center is open 24 hours a day, seven days a week.

Computer Studies maintains a Microcomputer Laboratory which includes over 30 microcomputers as well as several printers. Each microcomputer station is capable of supporting several languages including BASIC and Pascal. An extensive library of word processing, spread sheet, data base, and applications programs is located in the laboratory. The laboratory is open for individual student use eleven hours a day, seven days a week. Computer Studies 105-106 classes are taught in the laboratory.

105-106 Introduction to Problem Solving and Computer Programming

An introduction to computer science with an emphasis on problem solving methodology and algorithms. The first course includes structured programming, control structures, functions, and procedures, files, arrays, and records. The second course includes advanced programming topics, elementary data structures, machine language programming, and some elements of computer organization.

Staff

216 Data Structures

An introduction to the major data structures and some of their applications. Topics include linear lists, sets, queues, stacks, linked lists, string processing, trees, graphs, arrays, tables, files, and dynamic memory management. *Prerequisite:* Computer Studies 106.

Messrs. Flesner, Leinbach, and Wijesinha

230 Interactive Computer Graphics Systems

An introduction to the methods and issues of constructing interactive graphics packages. Topics include graphics input and output devices, scan conversion of lines, circles, and polygons, clipping, polygon filling, graphics primitives, and two and three dimensional image processing. Proper interactive sequencing is stressed and students will construct a small interactive graphics package. *Prerequisite:* Computer Studies 106.

Mr. Leinbach

311 Design and Analysis of Algorithms

A survey of the basic principles and techniques for the development of good algorithms. Emphasis is placed on individual development of algorithms and an analysis of the results in terms of usefulness, efficiency, and organization. Topics include design techniques, worst case and average case analysis, searching, sorting, branch and bound, spanning trees, reachability, combinatorial methods, and NP-hard problems. *Prerequisite:* Computer Studies 216. Alternate years. Offered 1987-88.

Messrs. Leinbach and Wijesinha

322 Computer Organization and Assembly Language Programming

Programming at the machine level with an emphasis on the logical connection of the basic components of the computer and systems programs. Topics include machine and assembly language programming, basic computer operations, hardware organization, systems software, and compilers. *Prerequisite:* Computer Studies 216. Alternate years. Offered 1987-88.

Messrs. Leinbach and Wijesinha

391, 392 Selected Topics

Study of an advanced area of computer science. The subject matter will be selected by the Computer Studies Faculty. Some possible areas for study are database management, artificial intelligence, software engineering, design and implementation of programming languages, simulation and modeling, and the theory of computation. *Prerequisite:* Computer Studies 216. Alternate years. Offered 1986-87.

Staff

Individualized Study

Pursuit of topics of an advanced nature by well-qualified students through individual reading and projects under the supervision of staff members. *Prerequisite:* Permission of the Computer Studies faculty.

Economics

Professor W.F. Railing

Associate Professors Fender (*Chairperson*),

Gemmill, Gondwe, Hill, and Niirio

Assistant Professors Griffith and Majd

Instructor Siegel

Overview

The Department offers courses in economics, statistics, and geography. A knowledge of economics has become increasingly important for effective participation in our complex society and is essential for a person to be considered liberally educated. The Department's courses present this knowledge with a focus on problem solving that emphasizes the identification and solution of problems through analysis. Courses stress the critical thinking skills of a liberally educated person: analysis, synthesis, and ability to perceive, create, and choose among alternatives.

Economics is a social science that studies the use of scarce resources to produce and distribute goods and services within society. Economists analyze both macro-economic and micro-economic problems and consider the implications of alternative solutions for efficiency, equity, and growth.

Ten courses are required for a major in economics. In addition to its liberal arts objectives, the Department's curriculum is designed to meet the needs of students who intend to (1) pursue graduate study in economics; (2) enter graduate professional schools in business administration, law, and related areas; or (3) pursue a career in business, non-profit organizations, or government.

Requirements and Recommendations

Minimum requirements for students majoring in economics are: Economics 103-104, Accounting 153, Economics 241, 243, 245, and 333, and three courses chosen from the following: Economics 242, 301, 303, 305, 324, 336, 338, 351, and 352.

Majors in economics will be required to demonstrate achievement in Mathematics equivalent to one term of Calculus. This requirement may be satisfied by taking Mathematics 105, Mathematics 111, or Mathematics 108. Exemption by examination is also possible. Students who do not have an adequate background in algebra should take Mathematics 101 before taking a calculus course. Since calculus is one of the

Economics

prerequisites for the typically sophomore courses in the Department (Economics 241 and 245), students who are interested in majoring in economics are strongly encouraged to complete this mathematics requirement during their freshman year.

A student who plans to pursue graduate study in economics is encouraged to take Mathematics 105-106 or Mathematics 111-112 and 211, 212, and Economics 242, 351, and 352. Mathematics 351-352 may be taken in place of Economics 241, 242, provided both terms of Mathematics 351-352 are completed.

It should, however, be noted that a student may not receive credit for two courses covering introductory statistics, such as Economics 241, Mathematics 107, and Sociology 303. All majors in the Department are required to take Economics 241. If a student has taken Mathematics 107 or Sociology 303 before becoming an economics major, he or she will be required to take Economics 242. The Department feels that all its majors should be exposed to at least one statistics course stressing applications to economics. The option does exist of taking Economics 241, but this will result in the loss of credit for Mathematics 107 or Sociology 303.

The computer has become an important tool in economics. For this reason, the Department strongly recommends that its majors take, in accordance with their respective interests, a course or courses dealing with the use of the computer from among the following: Computer Studies 105 or Computer Studies 211, Management 247.

During the first two years of residence, students who intend to major in economics should try to complete Accounting 153 and Economics 103-104, 241, 243, and 245. However, students who develop an interest in economics after entering the College will find it possible to major in the Department as late as the beginning of the junior year without having followed the above program, if they have completed Economics 103-104 and a substantial number of the College distribution requirements. Economics 103-104 is a prerequisite for all courses offered by the Department except Geography 310 and Geography 320. Upon application by a student, the prerequisites for a course may be waived by the instructor.

In order to qualify for Departmental Honors in economics, a student must (1) satisfactorily complete Economics 400 during the senior year, and (2) have earned an acceptable overall and Department grade point average.

A student may elect to minor in Economics. In order to complete the requirements for a minor, a student must take Economics 103 and 104. In addition, the student must elect two (2) courses from departmental course offerings on the 200-level and two (2) courses from the 300-level course offerings in Economics. Courses in Geography do not count toward the minor in Economics.

A student contemplating a minor in Economics must demonstrate the same achievement in mathematics as that required of majors in the Department. The required achievement in mathematics must be demonstrated before admission to the 200-level courses is permitted, with the exception of Economics 243.

Finally, in order to complete the minor, the student must have a grade point average of at least 2.0 in the departmental courses taken for the minor.

Distribution Requirements

A student may satisfy the College distribution requirement in social sciences by successfully completing Economics 103, 104, and may satisfy the non-western culture requirement with Economics 338.

Special Programs

Students majoring in economics are encouraged to participate in The Washington Economic Policy Semester at The American University. Those persons interested should see page 47 and contact Dr. Railing at the beginning of the spring term of their sophomore year, or earlier, to learn more about the Semester and to make application for it.

The Departmental brochure, entitled *HANDBOOK FOR MAJORS*, contains additional information regarding the policies and practices of this Department. All majors and potential majors are urged to obtain a copy of this booklet.

103-104 Introductory Principles of Microeconomics— Introductory Principles of Macroeconomics

Gives students a general understanding of economic systems and economic analysis, with emphasis on the operation of the U.S. economy. Topics covered in 103 include the price system,

theory of consumer behavior, theory of production, theory of the firm, income distribution, welfare economics, and the micro aspects of international trade. In the second term, topics covered include national income, accounting, employment, inflation, monetary and fiscal policies, aggregate demand and supply analysis, economic growth, and the monetary aspect of international economics.

Staff

241 Introductory Economic and Business Statistics

The nomenclature of descriptive statistics, probabilities using the normal, binomial, Poisson distributions, the Tchebycheff inequality, Chi-square, sampling, hypothesis testing, linear regression and correlation. *Prerequisites:* Economics 103-104, and one of the following: Mathematics 105, 111, or the equivalent. Please note that a student may not receive credit for both this course and Mathematics 107 or Sociology 303.

Messrs. Hill and Niiro

242 Intermediate Economic and Business Statistics

Advanced Statistical Theory applicable to economics and business problems. Topics included are non-linear regression and correlation and the use of transformations; multivariate techniques and analysis; Chi-square applications; variance analysis; index numbers and their use; and time series. *Prerequisite:* Economics 241.

Mr. Hill

243 Intermediate Macroeconomic Theory

Further study of classical, neoclassical, Keynesian and post-Keynesian economics focusing on, along with national income accounting, the various theories and policies which deal with the generation and maintenance of full employment and a stable price level. The causes and cures of unemployment and inflation are also analyzed. Offered both semesters. *Prerequisites:* Economics 103-104 and Mathematics 101 or its equivalent.

Messrs. Gondwe and W. F. Railing

245 Intermediate Microeconomic Theory

Uses the methodological tools of economics to examine consumer and producer behavior and economic behavior under different input and output market structures, and to analyze the implications of such behavior for general equilibrium and economic welfare. *Prerequisites:* Economics 103-104, and one of the following: Mathematics 105, 111, or the equivalent.

Ms. Fender, Messrs. Griffith, Hill, and Siegel

301 Labor Economics

Theoretical and empirical study of the functioning of labor markets with emphasis on wage and employment determination. Topics include impacts of legislation, unions, education, and imperfect markets; time allocation, economics of fertility, wage differences, and discrimination; labor relations, collective bargaining, and the Phillips curve. *Prerequisite:* Economics 103-104. *Recommended:* Economics 245.

Mr. Siegel

303 Money and Banking

An examination of the role of money, credit, and financial institutions in the determination of price and income levels. Coverage includes the commercial banking system, the Federal Reserve System, monetary theory, and the art of monetary policy. Emphasis is placed upon evaluation of current theory and practice in the American economy. *Prerequisite:* Economics 103-104. *Recommended:* Economics 243.

Mr. Gemmill

305 Public Finance

Concerned with the principles, techniques, and effects of government obtaining and spending funds and managing government debt. Nature, growth, and amount of expenditures of all levels of government in the United States are considered, along with the numerous types of taxes employed by the various levels of government to finance their activities. Government debt is also considered. *Prerequisite:* Economics 103-104.

Mr. W. F. Railing

324 Comparative Economic Systems

Concerned with a comparative analysis of free enterprise economies, centrally planned economies, and mixed economies. Primary attention is given to the economic aspects and institutions of these economic systems, but the political, philosophical, and historical aspects are also considered. *Prerequisite:* Economics 103-104.

Mr. W. F. Railing

333 History of Economic Thought and Analysis

A study of the development of economic ideas and policies in relation to major forms of social, political, and economic problems. Emphasis is placed on major contributions to economic thought from Plato to Keynes. *Prerequisite:* Economics 103-104. *Recommended:* Economics 243, 245.

Mr. Gondwe

Economics

336 International Economics

Covers comparative advantage, commercial policy, economic integration, balance of payments, exchange rates, and international monetary systems. *Prerequisite:* Economics 103-104.

Mr. Griffith

338 Economic Development

An examination of the economic and non-economic factors accounting for the economic growth and development of less-developed areas of the world. Various theories of economic and social growth and development will be analyzed, and major policy issues will be discussed. *Prerequisite:* Economics 103-104. Satisfies distribution requirement in non-western culture.

Mr. Gondwe

351 Application of Mathematics to Economics and Business

An introduction to the application of calculus and matrix algebra in economics and business. Numerous illustrations of mathematically formulated economic models are used to integrate mathematical methods with economic and business analysis. *Prerequisites:* Economics 243, 245, and Mathematics 105-106 or Mathematics 111-112 and 211-212.

Mr. Niiro

352 Introduction to Econometrics

An introduction to the application of mathematical economic theory and statistical procedures to economic data. Coverage includes the development of appropriate techniques for measuring economic relationships specified by economic models and testing of economic theorems. *Prerequisites:* Economics 243, 245, Mathematics 105-106 or Mathematics 111-112 and 211-212, and Economics 242, or Mathematics 358.

Mr. Niiro

400 Senior Seminar

Involves study of research methodology and application of economic theory to contemporary problems in economics. Students prepare and discuss research papers on topics in economics. Seniors must take this course to qualify for Departmental Honors.

Ms. Fender

Individualized Study

Topics of an advanced nature pursued by well-qualified students through individual reading and research, under the supervision of a member of the Department's faculty. A student wishing to pursue independent study must present a

proposal at least one month before the end of the semester preceding the semester in which the independent study is to be undertaken.

Prerequisites: Permission of the supervising faculty member and the Department Chairperson. Offered both semesters.

Staff

Geography

310 Cultural, Social, and Physical Geography

A regional approach in the study of the various elements that make up the atmosphere, the hydrosphere, and the lithosphere and how the forces of the interrelationships develop the physical environment in first half of course and in the second half a systematic regional study of the superimposed cultural, social, and economic developments and how they evolved in response to the limitations imposed by the existence of varied environments. This course is designed to satisfy the geography requirements for students whose objective is teaching in the public schools.

Mr. Hill

320 Geography of North America

Study of North America based on a regional approach which is partly physiographic, climatic, cultural, economic and political. The sequence of study for each region emphasizes the climate, the physical structure and landscape which is followed by the superimposed economic and political developments. Lastly, each region is discussed as to the potential possibilities and habitable earth. Opportunities for special assignments will be given to students. *Prerequisites:* History 131, 132 or Economics 103-104.

Mr. Hill

Individualized Study

(See description following Economics 400)

Education

Associate Professors J. T. Held, Packard
(*Chairperson*), and Slaybaugh
Adjunct Instructor King

The purposes of the teacher education programs are to give the student a thorough background in educational philosophy and theoretical concepts of instruction, and to provide an opportunity for student teaching.

The Education Department works cooperatively with all other departments in the preparation of teachers in secondary education, elementary education, music education, and health and physical education. Students interested in pursuing one of these programs will need to study carefully the teacher education programs on pages 38 to 43.

201 Educational Psychology

Extensive investigation of the development of the individual and the development of psychological principles of learning. Pupil Evaluation, and the statistics necessary for analyzing test data are introduced. Repeated in the spring semester. Psychology 101 recommended as background.

Staff

209 Social Foundations of Education

A study of the professional aspects of teaching, the relation of schools to society, the organization of state and local school systems, the impact of the national programs on education, including Supreme Court decisions. Sophomore course for all secondary and music education students. Repeated in the spring semester.

Staff

303 Educational Purposes, Methods, and Educational Media: Secondary

The function of schools in a democracy. Emphasis is placed on methods and techniques of the teaching-learning process and classroom management in secondary schools. The underlying principles and techniques involved in the use of teaching materials and sensory aids are studied. Includes a unit on reading.
Prerequisites: Education 201 and 209. Repeated in the spring semester.

Mr. J. T. Held

304 Techniques of Teaching and Curriculum of Secondary Subject

Secondary subjects including biology, chemistry, physics, English, French, Spanish, German, Latin, mathematics, health and physical education, and social studies. This course is taught by a staff member of each department having students in the Education Semester. Included is a study of the methods and materials applicable to the teaching of each subject and the appropriate curricular organization.

Prerequisite: Consent of the major department. Repeated in the fall semester.

306 Educational Purposes, Methods, and Instructional Media in Social Studies, Art, and Music

Applying principles of learning and human development to teaching social studies in the elementary school. Included is the correlation of art and music with the teaching of the social sciences. A field-based program in an elementary classroom and weekly seminars.
Prerequisites: Education 201, 209, 331, 370, Math 180. Repeated in the spring semester. Elementary education students enroll for this course during the Education Semester.

Staff

331 Foundations of Reading Instruction and the Language Arts

An introduction to the theory and problems in reading instruction and language arts. Current trends relating to recognition of these problems and appropriate instructional aids are studied.
Prerequisite: Education 201. Fall semester only.

Mr. Slaybaugh

334 Corrective Reading

A study of the analysis and correction of reading disabilities. Survey of tests and materials including children's literature as an incentive to greater interest in reading are included along with a reading internship in the public schools under the guidance of a reading teacher. Diagnosis and remedial tutoring of school pupils who are having reading problems is provided. Elementary education students enroll for this course during the Education semester.
Prerequisite: Education 331. Repeated in the spring semester.

Mr. Slaybaugh

370 Elementary School Science: Purposes, Methods, and Instructional Media

Scientific principles for mastery by the elementary pupil in connection with appropriate experimental procedures; lecture, demonstration classes, instructional media, and field experiences designed to give the prospective

teacher a thorough background in elementary school science. *Prerequisite:* Education 201. Spring semester only.

Mr. Slaybaugh

411 Internship in Teaching Composition

A teaching internship in a section of English 101. Under the supervision of the instructor in that section, the intern will attend classes, prepare and teach selected classes, counsel students on their written work, and give students' papers a first reading and a preliminary evaluation. All interns will meet regularly with members of the English Department to discuss methods of teaching composition and to analyze the classroom experience. Required of all majors in English planning to enroll in the Secondary Education Program. Students should register for Education 411 in the fall or spring semester prior to their Education semester.

English Department Staff

461 Individualized Study—Research

Offered both semesters.

471 Individualized Study—Internship

Offered both semesters.

475 Student Teaching—Elementary

Student observation, participation, and teaching in the elementary grades under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. The student will spend the full day in the elementary classroom. This course carries two course credits. *Prerequisites:* Education 201, 209, 331, 370, and Mathematics 180. Repeated in the spring semester.

Staff

477 Student Teaching—Secondary

Student observation, participation, and teaching on the secondary school level under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. A minimum of 90 hours of responsible classroom teaching is recommended. This course carries two course credits.

Prerequisites: Education 201, 209. Repeated in the spring semester.

Mr. J. T. Held

Basic Concepts of Elementary Mathematics, Mathematics 180, is listed under the Mathematics Department.

English

Professors E. Baskerville, Clarke, Fredrickson
Myers, Pickering, Schmidt, and Stewart
(*Chairperson*)

Associate Professors Locher and Stavropoulos

Assistant Professors Berg, Garnett, Goldberg,

Hanson, Lambert, and Srebrnik.

Adjunct Assistant Professor M. Baskerville

Adjunct Instructors Hartzell and Showalter

Overview

The courses offered by the Department are designed to train students to express their thoughts clearly and effectively through spoken and written language and to understand, interpret, and assimilate the thoughts and experiences of the great writers of English and American literature. English is excellent preparation for careers in business, teaching, law, publishing, journalism, and government service and for graduate study leading to advanced degrees in English, theatre, the ministry, and library science.

The Department offers a major with a concentration in English and American literature and a major with a concentration in theatre arts and drama. The Department also offers a minor program in each concentration.

The Department believes that a well-balanced program for a major in English and American literature should include (1) knowledge of the literary history of England and America; (2) training in the application of the techniques of literary analysis and the different critical approaches to literature; (3) knowledge of the characteristics and development of the major literary forms or genres; (4) study in depth of the work of one author of significance; (5) some knowledge of the history of the English language and of English as a system.

Requirements and Recommendations

The Major in Literature The requirements for the major in literature are twelve courses in English and American language and literature in addition to the first semester of Literary Foundations of Western Culture (IDS 103). All majors in literature are required to take English 151, 152, 153 and IDS 103. In addition, to obtain the desired distribution of courses, majors must elect the specified number of courses from each of the following categories:

- I. English Language (1 course): English 208, 209, 210
- II. English Literary History (2 courses from Group A; 2 courses from Group B):
 - A. English 331, 334, 337, 338
 - B. English 341, 342, 345, 346
- III. American Literary History (1 course): English 318, 319, 320
- IV. Major Authors (1 course): English 362, 365, 366, or any seminar devoted to a British or American author considered by the Department to be of major importance.
- V. Electives (2 courses): English 218, 219, 225, 323, 324, 328, 329, 351, 352

English 101, 110, 201, 203, 205, 206, 305, and courses in speech may not be used to fulfill the Department's major requirements. Courses in theatre arts count only toward the English major with a concentration in theatre arts and drama.

The Minor in Literature The requirements for the minor in literature are six courses. All minors must include English 151, 152, and at least three courses on the three-hundred level. Writing courses, with the exception of English 101, may be used to fulfill the Department's minor requirements.

The Major in Theatre Arts and Drama In addition to English 151, 152, and IDS 103, majors with a concentration in theatre arts are required to take Theatre Arts 105 and either 203 or 204. They must also elect the specified number of courses from each of the following categories:

- I. Theatre Arts (3 courses): 1 course from each of the following groups:
 - A. (Acting) 120, 220, 320
 - B. (Design) 115, 155, 255, 355
 - C. (Directing) 182, 282, 382
- II. Drama (3 courses): English 225 328, 329, 365, 366
- III. Electives (2 courses): Any of the theatre arts and drama courses listed above and/or Theatre Arts 252.

The Minor in Theatre Arts and Drama The requirements for the minor in theatre arts and drama are six courses: Theatre Arts 105, Theatre Arts 203 or 204; one course in Drama (English 225, 328, 329, 365, 366); 2 studio courses (Theatre Arts 115, 120, 155, 182, 220, 255, 282, 320, 355, 382); one course in theatre arts or drama (any of the above listed theatre arts or drama courses plus Theatre Arts 252).

Elementary and Secondary Education The major for students enrolled in the elementary education program will consist of ten courses, including English 151, 152, 153, in addition to the first term of Literary Foundations of Western Culture (IDS 103). Working with the chairperson of the English Department, each elementary education student will design a major program, following as closely as possible the Department's distribution requirement. Students planning to teach English in the secondary schools are required to take English 208 and either 365 or 366. Speech 101 is recommended. The Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary English, and Education 411, Internship in Teaching Composition.

History 131, 132, 203, 204 and Philosophy 203, 204, 211, 220 are highly recommended for majors. Students planning to do graduate work in English should develop proficiency in Latin, French, or German.

English majors may take internships in a variety of fields, such as journalism, law, public relations, publishing, radio and television. Students who wish to apply for internships should secure from their advisers a statement of the Department's policy regarding application deadline, form of proposal, requirements, and grading.

Distribution Requirements

All courses offered by the Department, except English 101, 201, 203, 205, 206, 208, 209, 305 and courses in speech and theatre arts, may be used to fulfill the College distribution requirement in literature. Theatre Arts 203, 204, 252, and English 205, 206 may be used to fulfill the College distribution requirement in arts.

Senior Honors Program

English majors who have shown special promise in English will be invited to complete a thesis and seminar sequence during their senior year. Students taking the program will write a thesis during the fall semester under the direction of a member of the Department. During the spring semester they will participate in an Honors Seminar under the direction of the Program Director. Only students selected for and successfully completing the program will be eligible to receive Honors in English. For details of the Program, consult the brochure available in the English Department.

101 English Composition

Aims to develop the students' ability to express themselves in clear, accurate, and thoughtful English prose. Not limited to freshmen. Repeated spring semester.

Staff

110 The Interpretation of Literature

An intensive study of the dominant literary types: short story, novel, poem, and drama. The course attempts to stimulate a valid appreciation and judgment of literature through precise critical analysis of selected works truly representative of major literary forms. Fulfills distribution requirement in literature. Open only to freshmen and a limited number of sophomores. Offered both semesters.

Staff

151, 152 Survey of English Literature

A historical survey of English literature from *Beowulf* to Joyce and Yeats in the twentieth century, with some attention to the social, political, and intellectual background. Selected works will be analyzed in class to familiarize students with the techniques of analysis, and students will write several short critical papers each semester.

Staff

153 Survey of American Literature

A chronological study of American writing from colonial days to Emily Dickinson. Primary emphasis falls on the Puritans and the American Romantics. Repeated spring semester.

Staff

154 Modern American Literature

A survey of American literature from Robinson and James to the present. Major figures will include Frost, Eliot, Williams, Stevens, Dreiser, Fitzgerald, Hemingway, Faulkner, and selected contemporary writers.

Staff

201 Advanced Expository Writing

An intensive course in advanced rhetorical techniques, with particular emphasis upon analysis of evidence, selection of appropriate style, and importance of revision.

Ms. Stavropoulos and Mr. Pickering

203 Journalism

A general introduction to journalism. Students can expect to spend their time practicing the techniques of writing news copy, feature, sport, and editorial articles; composing headlines; doing make-up; and working at copy reading and rewrite.

Mr. Baskerville

205, 206 The Writing of Fiction, Poetry, and Drama

A workshop in the writing of short stories, verse, and plays, with an analysis of models. Either course may be used to fulfill the distribution requirement in arts. *Prerequisite:* Permission of the instructor.

Mr. Clarke

208 Introduction to Linguistics

Studies the three best-known analyses of English grammar: traditional, structural, and generative. The theories of grammar and the varying attitudes toward language make students aware that language in itself is an appropriate object of study.

Ms. Hartzell

209 History of the English Language

Provides a historical understanding of the vocabulary, forms, and sounds of the language from the Anglo-Saxon or Old English period to the twentieth century.

Mr. Baskerville

210 Theories of Literature

Undertakes to examine and compare the various ways in which literature has been regarded: its sources, forms, and purposes. The history of critical theory is surveyed, from Plato and Aristotle to the present, with emphasis upon the modern period and such movements as New Criticism, structuralism, deconstruction, and feminist criticism. The goal of the course is to make students aware of themselves as readers.

Ms. Berg

218, 219 The English Novel

A study of the form and content of the English novel as the genre developed in the eighteenth and nineteenth centuries. English 218 concentrates upon the eighteenth century and focuses on novels by Richardson, Fielding, Smollett, Sterne, and Austen. Offered 1986-87. English 219 is devoted to the nineteenth century and includes novels by Scott, Dickens, Eliot, Hardy, and others. Offered 1987-88.

Mr. Pickering

225 The Drama of Shakespeare's Contemporaries

A study, after some attention to the beginnings of drama in the Middle Ages, of some of Shakespeare's contemporaries, including Kyd, Marlowe, Jonson, Tourneur, and Webster, among others, to assess their importance in the development of English drama.

Ms. Stavropoulos

226 Introduction to Shakespeare

A course that endeavors to communicate an awareness of Shakespeare's evolution as a dramatist and of his importance in the development of Western literature and thought. Designed for students not majoring in English.

Mr. Myers

231 to 260 Studies in Literature

An intensive study of a single writer, group, movement, theme, or period. May be counted toward the major. Fulfills distribution requirement in literature. Open to freshmen.

Staff

305 The Writing of Poetry and Short Fiction: Advanced

A course open to students who have demonstrated that their skills in the writing of poetry and fiction might be further developed. The goal of each student will be the composition of a group of poems or short stories.

Prerequisite: English 205, 206.

Mr. Clarke

318 American Prose of the Colonial and Romantic Periods

A study of the fiction, essays, journals, and autobiography written by major American writers from the early days to 1860. Although Puritan and 18th Century prose will be covered, emphasis will be on the masterworks of the American Romantics: Cooper, Poe, Emerson, Thoreau, Hawthorne, and Melville.

Messrs. Fredrickson and Locher

319 American Realism

A study which concentrates on fiction by major American writers between 1860 and the early Twentieth century. Twain, Howells, James, and Crane will receive major emphasis.

Messrs. Fredrickson and Locher

320 American Poetry

A study of the development of American Poetry from Anne Bradstreet to William Carlos Williams and other modern figures. Emphasis will be placed on Emerson, Poe, Whitman, and Dickinson.

Messrs. Fredrickson and Locher

323, 324 Twentieth Century Fiction

A study of the form and content of a representative selection of English and American novels and, occasionally, short stories written between 1900 and the present. Some consideration will be given to the social and intellectual context. English 323 devoted to the fiction of 1900 to 1940 examines works by Conrad, Joyce, Woolf, Lawrence, Hemingway, Faulkner, and others. English 324 is devoted to

fiction from 1940 to the present, and includes Updike, Nabokov, Bellow, Pynchon, Cary, Fowles, and others.

Messrs. Garnett and Fredrickson

328, 329 Twentieth Century Drama

A study of major dramatists from Ibsen to the present and of dramatic movements such as realism, naturalism, expressionism, as well as Theatre of the Absurd. The first semester includes Ibsen, Strindberg, Chekhov, O'Neill, and others; the second semester begins after World War II and includes Williams, Miller, Osborne, Pinter, Beckett, Ionesco, Genet, and others. Alternate years. Offered 1986-87.

Mr. Schmidt

331 Mediaeval Literature

Sketches the development of Western literature from the Patristic Age through the Carolingian revival and then concentrates on selected topics and themes explored in the literature of the High Middle Ages. Anglo-Saxon poetry, Arthurian romance, the Tristan and Isolde story, the Grail legend, and Malory represent materials always dealt with.

Mr. Baskerville

334 Renaissance Literature

Selected works of More, Machiavelli, and Castiglione providing a background in basic Renaissance ideas as a prelude to a careful study of works by Marlowe, Sidney, Shakespeare, and Spenser.

Mr. Baskerville

337, 338 The Seventeenth Century

A study of the poetry, prose, drama, and thought of the period extending from the last years of Elizabeth through the early years of the Restoration. The fall semester, stressing religious and scientific backgrounds will concentrate on such poets as Jonson, Donne, Herbert, and Marvell, as well as such selected prose writers as Bacon and Browne. The spring semester will begin with poems by Waller, Cowley, and Vaughan and then proceed to the works of Milton, with emphasis on his development as a poet and his relation to his age. The spring semester will conclude with the reading of selected Restoration plays.

Mr. Myers and Ms. Stavropoulos

341, 342 Literature of the Restoration and Eighteenth Century

A critical analysis of the prose, poetry, and selected drama written between 1660 and 1798 with attention to the political, social, and intellectual background. English 341, devoted to the literature from 1660-1740, concentrates upon the work of Dryden, Swift, Pope. English 342, devoted to the literature from 1740 to 1798, concentrates upon the work of the mid-century poets, Johnson, and Boswell.

Ms. Stewart

345, 346 The Nineteenth Century

A critical analysis of poetry and prose with some attention to the historical and intellectual background. English 345 explores the literature from 1790 to 1830, with some consideration given the principal theoretical, psychological, and ethical concerns of the major Romantic poets: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. English 346 is devoted to the literature from 1830 to 1900 and focuses on the works of Carlyle, Tennyson, Browning, Arnold, Newman, Rossetti, Pater, and on selected fiction.

Mr. Goldberg and Ms. Srebrnik

351, 352 Twentieth Century Poetry

A study of selected British and American poets of the modern period, with attention given to the explication of individual poems, as well as to the style and method of each poet and to the ways in which each responds to the problems and themes of his or her cultural milieu. The fall semester is devoted to major figures who flourished prior to 1939 with primary emphasis on W. B. Yeats and T. S. Eliot and secondary emphasis on Gerard Manley Hopkins and Robert Frost. The spring semester deals with poets whose reputations have developed since 1939, with emphasis on Richard Wilbur, Theodore Roethke, Robert Bly, and Sylvia Plath.

Messrs. Garnett and Clark

362 Chaucer

Examination of a selection of Chaucer's minor poems and of five of his major poems (including "Troilus and Criseyde" and "Canterbury Tales") as the means of assessing the poet's response to literary influences and of tracing the development of his original genius.

Mr. Pickering

365, 366 Shakespeare

A course that seeks to communicate an understanding both of Shakespeare's relation to the received traditions of his time and of his achievement as one of the most important figures in Western literature. Language, characterization, and structure in each of the numerous plays will be carefully analyzed. The fall semester will focus upon the early plays through *Hamlet* and *Troilus and Cressida*, the spring semester upon the later plays.

Mr. Myers

420 Honors Seminar

An intensive study of an announced topic under the guidance of the Director of the Senior English Honors Program. *Prerequisite:* Successful completion of an Honors Thesis. Offered in the spring semester.

Staff

464 Honor Thesis

An individualized study project involving the research of a topic and the preparation of a major paper under the direction of a member of the Department. This research and writing will be done during the fall semester of the senior year. *Prerequisite:* By invitation of the Department only.

Staff

Individualized Study

An individual tutorial, research project, or internship under the supervision of a member of the staff. A student must submit a written proposal to the Department well in advance of registration. *Prerequisites:* Approval of the Department and of the directing faculty member. Offered each semester.

Theatre Arts

The major in English with a concentration in Theatre Arts and Drama is described on page 85.

Theatre Arts 105, 203, 204 and 252 may be used to fulfill the distribution requirement in arts.

105 Introduction to Theatre Arts

An overview of theatre, including its historical background, its literary works, its technical aspects, and its performance techniques. Students will study the theatre of today in relation to its predecessors and in terms of its modern forms in cinema and television. Students will read texts and analyze methods used in bringing those works into production. Field trips will offer opportunities to critique performances.

Messrs. Schmidt and Hanson

115 Theatre Production

A course designed to provide an extensive investigation of the historical and contemporary trends and practices essential for theatre production. The student gains an understanding of theatre procedures and acquires a grasp of the equipment necessary for the execution of scenery, properties, sound and stage lighting. This course is a combination of lecture and laboratory work and requires backstage participation in college productions. Offered each year. Fall semester only.

Mr. Hanson

120 Fundamentals of Acting

The study of the theory and technique of the art of acting; voice technique for the stage; the use of pantomime, including the study of gesture and movement. Emphasis will be placed on the discipline and control of the body and the voice to best serve the actor. Improvisation will be employed. In addition, students will be expected to perform in scenes for class analysis. Offered 1986-87.

Mr. Schmidt

155 Fundamentals of Stage Design

Basic theories and technique of design for the stage. The theory behind the design, and the interrelationship of scene design, lighting, costumes, and properties. How stage design interprets the themes and moods of a play as well as identifying period and place will be studied. This course will follow a lecture-discussion format and involve extensive studio work. Students will analyze, create, and execute basic designs for the Laboratory Theatre Series in association with students in Theatre Arts 182. *Prerequisite:* Theatre Arts 115 and/or permission of the instructor.

Mr. Hanson

182 Fundamentals of Directing

The study of the theory and technique of the art of the director: how a play is selected; play analysis; tryouts and casting; the purpose and technique of blocking, movement, and stage business. Students are required to direct scenes in class and a short play as part of the Laboratory Theatre Series. *Prerequisite:* Theatre Arts 155 and/or permission of the instructor. Offered 1986-87.

Mr. Schmidt

203, 204 History of the Theatre

A survey of the theatre from the primitive to the present. Emphasis is placed on the relevance of theatre design, production techniques, and acting styles to the plays of their periods, and the relationship between society and the theatre it nurtured. The first semester covers Greek, Roman, Medieval, Elizabethan, and Oriental; the second semester is devoted to the Italian Renaissance, French, Neoclassical, the Restoration, and the Eighteenth, Nineteenth, and Twentieth centuries. Offered 1987-88.

Mr. Schmidt

220 Advanced Acting

Further study in the theory and technique of the art of the actor: the analysis and interpretation of a role and the building of a characterization. Roles, both comic and tragic, from Contemporary, Restoration, Elizabethan, Commedia dell'Arte, and Greek theatre will be analyzed and performed. *Prerequisite:* Theatre Arts 120 and/or permission of the instructor. Offered 1987-88.

Mr. Schmidt

252 Studies in Film Aesthetics

A study of historically significant films, film theory and criticism, intended to develop an appreciation for film as an art form. Students will keep a journal of critical responses to films, write short critical papers, and will become familiar with writing that has been done about films.

Mr. Fredrickson

255 Advanced Stage Design

Examination of historical and contemporary theories of scene, lighting, and costume design. Students will consider design as the visual manifestation of the playwright's concepts. Besides designing the same play for proscenium, arena, thrust, and profile stages and a period play for a period other than its own, students will complete advanced designs in scene, lighting, and costumes and create designs for the Laboratory Theatre Series in association with students in Theatre Arts 282. *Prerequisite:* Theatre Arts 155. Offered 1986-87.

Mr. Hanson

282 Advanced Directing

Further studies in the theory and technique in the art of the director. Students will engage in directional analyses of plays representing different periods. Particular attention will be given to contemporary methods of presentation with special emphasis on arena and thrust staging. In addition to directing scenes in class, students will direct two scenes and a one-act play for public presentation, the latter as part of the Laboratory Theatre Series. *Prerequisites:* Theatre Arts 155 and 182 and/or permission of the instructor. Offered 1987-88.

Mr. Schmidt

320 Problems in Acting

A course designed for students who have demonstrated the skill and talent to undertake further studies in acting which will culminate in an independent study project. *Prerequisites:* Theatre Arts 120 and 220 and/or permission of the instructor.

Mr. Schmidt

355 Problems in Stage Design

A course designed for students who have demonstrated the skill and talent to undertake further studies in design which will culminate in an independent study project. *Prerequisites:* Theatre Arts 155 and 255.

Mr. Hanson

382 Problems in Directing

A course designed for students who have demonstrated the skill and talent to undertake further studies in directing which will culminate in an independent study project. *Prerequisites:* Theatre Arts 182 and 282.

Mr. Schmidt

Individualized Study

A production of a major work, a tutorial, or an internship under the supervision of a member of the staff. A student must submit a written proposal to the Department well in advance of registration. *Prerequisites:* Approval of the Department and of the directing faculty member. Offered each semester.

Staff

Speech

101 Public Address

A study of the basic principles of public address. Emphasis is placed on developing both a theoretical and practical understanding of oral communication, through lecture and reading assignments, as well as through practice in preparing, organizing, delivering, and criticizing speeches in class. Repeated spring semester.

Mr. Hanson

201 Advanced Public Address

An analysis of public address as an art form and as an important civilizing force in Western society. Students will have the opportunity to apply concepts and strategies they have learned in Speech 101. *Prerequisite:* Speech 101.

Mr. Hanson

French

Associate Professors Lenski, Michelman
(*Chairperson*), and Viti
Assistant Professors Greenfeld, Gregorio,
A. Tannenbaum, and Richardson
Teaching Assistant Flamand

Overview

Foreign language study not only teaches students much about their native tongue, but also introduces them to another people's language, literature, and customs. This awareness of cultural and linguistic relativity is one of the hallmarks of a liberal education.

Introductory French courses develop students' skill in spoken and written French and acquaints them with the literature and culture of the French-speaking world. Language laboratory work is mandatory for all beginning students. With emphasis on oral/aural proficiency, it complements classroom instruction in the language.

Advanced language instruction allows the student to reach the higher level of mastery in French required in more specialized study and usage. In the more advanced literature and civilization courses, students study French writing and culture in greater depth, thereby gaining considerable knowledge of and insight into France's past and present achievements in all fields of endeavor. Majors (and, indeed, non-majors as well) are moreover encouraged to study abroad as an inestimable enhancement to their understanding of the country, its people, and its language.

Students specializing in French will find that their major studies, in addition to their humanistic value, afford sound preparation for graduate study and for careers in teaching or interpreting. A knowledge of French will also be invaluable to them in the fields of international business and government as well as social work.

Requirements and Recommendations

Requirements for a major in French include French 301, 302, and seven additional courses above the 302 level. Majors must include French 307, 308 and 309 in their major program. Individualized study may be taken only once as part of the minimum requirements for the major. These requirements may be waived in special cases at the discretion of the Department. Majors

are encouraged to study in a French-speaking country, although this is not a Departmental requirement. All majors must take at least one course within the Department during their senior year.

Requirements for a minor in French involve a total of six courses. For students who begin in the 101-102, 103-104, or 201-202 sequences, 202 will count toward the minor. In addition, students must take either 205 or 206, 301-302 and two additional courses, of their choice, above 302.

Students who begin above the 202 level must take 301-302 and four additional courses above 302. As with the major, courses taken abroad may be counted toward a minor.

The prerequisite for entry into all courses above the 200-level, with the exception of French 400, is French 202 or its equivalent. Starting with the class of 1988, French 307 will be a prerequisite for all literature courses above the 200-level. (However, students may take 307 and 308 simultaneously.)

Prior to their first registration at the College, all students receive preregistration materials which give detailed instructions on language placement and fulfilling the distribution requirement in foreign languages. The following courses fulfill the distribution requirement in literature: French 205, 206, 308, 309, 321, 322, 326, 327, 328, 331, and 400 where appropriate.

The distribution requirement in foreign languages may be fulfilled by successful completion in French of 201-202, 205, 206, or a course at the 300-level or above. The equivalent of intermediate achievement may be demonstrated by an Advanced Placement Examination or a Departmental Qualifying Examination given during the initial week of fall semester. French 205 or 206 satisfies both the foreign language requirement and the literature requirement. These courses, which are complete as individual units, emphasize intensive reading of complete works of literature for comprehension and analysis of style. Students who qualify and choose this alternative should have adequate preparation in reading French prose. A student who shows unusual proficiency in 201 may, with the consent of the Department Chairperson, take 206 and thereby fulfill the language and literature requirements.

French 310 fulfills the distribution requirement in history/philosophy and may, under special circumstances, satisfy a history major requirement. (See "Requirements and Recommendations" under History.)

French 331 fulfills the distribution requirement in Non-Western culture as well as in literature.

Special Facilities

Language Laboratory in Musselman Library/Learning Resources Center.

Special Programs

See *Study Abroad*

La Maison Francaise (The French House)

Students may elect to live in this separate residential unit staffed by a native-speaking Assistant. French is the principal language spoken in the house and residents help plan and participate actively in various French cultural activities on campus (see *Other Activities* below).

Other Activities

The Department and La Maison Francaise sponsor various activities and organizations such as the weekly French Table in the Dining Hall, the Cercle Francais (French Club), French films, and lectures.

101-102 French for Beginners

Elements of speaking, reading, and writing French. Language laboratory usage is required. Enrollment limited to those who have not studied French previously. A student may not receive credit for both 101 and 103 or for both 102 and 104.

103-104 Elementary French

Fundamentals of speaking, reading, and writing French. Language laboratory usage is required. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination. A student may not receive credit for both 101 and 103 or for both 102 and 104.

201-202 Intermediate French

Grammar review and practice in oral French are emphasized in the fall semester with stress on reading and written expression in the spring. Contact with French culture is maintained throughout. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

205, 206 Readings in French Literature

Two objectives of skill in reading French prose for comprehension and reading a significant amount of French literature of literary and cultural merit. Conducted in French, these courses differ from French 201, 202 in that they emphasize reading for comprehension of content. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

301, 302 French Structure, Composition, and Conversation

Review of grammar and syntax at an advanced level; exercises in directed and free composition; group discussion and presentation of individual oral work.

303 Phonetics and Diction

Study of modern phonetic theory; practice in transcription, pronunciation, and diction. Laboratory course. Alternate years. Offered 1986-87.

304 Advanced Stylistics

Intensive practice in the refinement of writing skills directed towards a sophisticated and idiomatic use of the language. Components of course work include composition, translation, comparative stylistics, French for use in commercial and other correspondence, and work in the spoken language. *Prerequisite:* French 301-302. Offered every year.

307 Approaches to Literary Analysis

Reading and analysis, in their entirety, of representative selections of prose, poetry, and theatre. This course aims to introduce students to interpretive strategies and to make them more aware of and competent in the art of reading. Offered every year. *Prerequisite:* French 202 or equivalent. This course will be required of all majors and will be a prerequisite for all literature courses on the 300-level.

308, 309 Masterpieces of French Literature: Middle Ages to 1789; 1789 to Present

A survey of French literature in two parts, through reading and discussion of complete works of some of France's most outstanding authors. Although major emphasis will be placed on the study of these masterpieces, the broad outline of French literary history, styles, and movements will also be covered. Offered every year. *Prerequisite:* French 307 or equivalent. (307 and 308 may be taken simultaneously.) Required of all majors.

310 French Civilization

The manifestation of history, art, economics, politics, and sociology in the culture of France. Fulfills distribution requirement in history, philosophy, or religion or history/philosophy. Alternate years. Offered 1987-88.

318 Literature of the Middle Ages and the Renaissance

Study of early French literary texts: epic poems, lyric poetry, plays and romances; sixteenth-century prose and poetry. *Prerequisite:* French 307 or equivalent. Three hours per week. Alternate years or every third year. Offered 1986-87.

321 Seventeenth Century Theatre

French drama, comedy, and tragedy of the classical period. Corneille, Moliere, and Racine. Alternate years. Offered 1987-88.

322 The Age of Enlightenment

A study of the Age of Enlightenment through reading and discussion of the representative, fiction, non-fiction, and theatre. *Prerequisite:* French 307 or equivalent. Alternate years. Offered 1987-88.

326 Nineteenth-Century Prose Fiction

Reading and analysis, through lecture and discussion, of nineteenth-century novels and short stories of such major authors as Constant, Hugo, Stendhal, Balzac, Flaubert, Maupassant, Zola, and Huysmans. *Prerequisite:* French 307 or equivalent. Three hours per week. Alternate years. Offered 1987-88.

327 Contemporary French Theatre

A study of major trends in modern French drama: surrealism, existentialism, the absurd. *Prerequisite:* French 307 or equivalent. Alternate years. Offered 1986-87.

328 Contemporary French Novelists and Their Craft

A study of representative works by major twentieth-century French novelists from Gide and Proust to Butor and Robbe-Grillet. Alternate years. Offered 1987-88.

331 La Francophonie

A survey of the imaginative literatures of such French-speaking countries and areas as Africa north and south of the Sahara, Canada, Vietnam, the West Indies, Louisiana, and others. Aside from their intrinsic literary worth, the selections will afford a perception of the impact and adaptation of French language and culture among widely diverse populations of the world. Alternate years. Fulfills the distribution requirement in Non-Western culture. *Prerequisite:* French 307 or equivalent. Offered tentatively 1986-87. If not offered 1986-87, offered 1987-88.

400 Seminar

An intensive study of a particular aspect of French literature, civilization or culture to be determined by the instructor in consultation with students. Intended for upperclass majors. *Prerequisites:* Permission of the instructor and approval of Department Chairperson. Offered every year.

Individualized Study

Guided readings or research under the supervision of a member of the staff. *Prerequisites:* Permission of the instructor and approval of the Department Chairperson.

German

Associate Professors Crouner (*Chairperson*),
McCardle, and Ritterson
Assistant Professor Armster
Teaching Assistant Bohr

Overview

One of the attributes of a truly liberated individual is acquaintance with the language and culture of at least one foreign nation. The offerings of this department are designed to contribute to the attainment of this goal. Apart from the values accruing from the mental discipline demanded by language learning and the practical utilization of such learning in the areas of research and technology, international trade, diplomacy, teaching, and foreign travel, it is hoped that doors will be opened to an understanding of the German people and an appreciation of their significant contributions to the world's cultural heritage.

Through the use of the foreign language in the classroom and correlative audio-lingual drill in the laboratory, effort is directed toward the development of a reasonable proficiency in speaking and listening comprehension as well as in reading and writing.

Requirements and Recommendations

German 202 or equivalent proficiency is considered prerequisite to all higher-numbered German courses, unless specified otherwise.

Major Requirements. A major consists of a minimum of nine courses beyond the level of German 202, including 301, 302, 321, 322, two courses from those numbered 211, 212, 213, and two courses from those numbered 323, 324, 325, 328. Majors preparing to teach German in the secondary school must also take Education 304, Techniques of Teaching and Curriculum of Secondary German (does not count toward German major).

Majors who take a Study Abroad program may count no more than six of those courses toward the major and must take at least two German literature courses in their senior year.

Majors who, by the end of the junior year, have not demonstrated a satisfactory level of competency in the reading, writing, speaking and listening comprehension of German, as determined by the Department's staff, will be assigned such additional work as considered necessary and

appropriate to the attainment of such competency by the end of the senior year.

Minor Requirements. Minor is offered in German. For students beginning at 201 or below, the German minor consists of 201-202, 301, 302, and any two courses above 202. For students beginning at the 301 level, the minor consists of 301, 302, and any four courses above 202.

Distribution Requirements

The following courses may be counted toward the distribution requirement in literature: German 119, 120, 321, 322, 323, 324, 325, 328.

The following courses may be counted toward the distribution requirement in the area of history/philosophy/religion or history/philosophy, German 211, 212, and 213; and, with the consent of the History Department, toward a history major, German 211, 212, and 213.

The distribution requirement in foreign language may be satisfied by completion of German 202 or of any 300-level course.

Special Programs

Junior Year Abroad

Qualified students are encouraged to study abroad one or both semesters of their junior year. Students can choose from programs administered by American institutions at universities in Munich, Freiburg, Marburg, Heidelberg, Bonn, and elsewhere (see Study Abroad).

German House

Students may elect to live in a specially designated area of a residential unit staffed by a native German Assistant. The use of the German language is promoted, and residents help plan and participate actively in various German cultural activities on campus.

German Language

101, 102 Elementary German

Essentials of grammar, composition, pronunciation. Course includes oral and written work, graded elementary reading, and use of audio-visual cultural materials and correlative drill in the language laboratory. Prepares for German 201, 202.

Staff

201, 202 Intermediate German

Continuation of the work of German 101, 102. Progressively more difficult reading, in class and outside, is selected to introduce the student to German literature and civilization. Course includes use of audio-visual cultural materials and correlative drill in the language laboratory. *Prerequisite:* German 102 or its equivalent.

Staff

235 German Conversation

Intermediate level conversation course with emphasis on everyday, applied usage of the language for nonliterary purposes. Limited enrollment of ten students. Does not count toward fulfillment of language requirement. May, with departmental approval, count toward minor or major. May be taken concurrently with German 202. *Prerequisite:* German 201 or its equivalent.

Staff

301 Advanced German

Designed for advanced work in the language and intended for students who have successfully completed at least German 202, as well as for qualified incoming students. The plan of study incorporates extensive reading and intensive practice in aural comprehension, oral expression, and directed composition. Conducted mostly in German.

Staff

302 Advanced German

Continuation of exercise in the skills of German 301, but with emphasis given to readings and discussions on problems of German literary studies. Both primary and secondary (unedited) sources will be read. Students will be asked to present oral reports and to write resumes and compositions on the materials read. Conducted in German. *Prerequisite:* German 301 or demonstrated equivalent preparation.

Staff

*German Culture Studies***211, 212 Survey of German Culture to 1945:
Origins to 1790; 1790-1945**

Study of the cultural history of the German people from their beginnings to 1945, including an appreciation of their major contributions to the world's cultural heritage. This course is accepted toward fulfillment of the distribution requirement in the area of history/philosophy/religion or history/philosophy.

Mr. Crowner

213 Survey of German Culture Since 1945

Study of the culture, society, and politics of contemporary Germany, East and West, including a comparison of the social systems and of attempts to deal with the problems of the present and future. Assigned readings include both critical/analytical and literary works. A knowledge of German is not required. This course is accepted toward fulfillment of the distribution requirement in the area of history/philosophy/religion or history/philosophy. Alternate years. Offered 1986-87.

Mr. McCardle

*German Literature***119, 120 German Literature in Translation**

Critical analysis and appreciation of form and content of representative German literary masterpieces, selected from the literary periods from the Middle Ages to the present, together with an examination of the times and cultural circumstances which produced these works. Does not count toward a major in German. This course is accepted toward fulfillment of the distribution requirement in literature.

Ms. Armster and Messrs. McCardle and Ritterson

302 Advanced German

See course description under German Language (above).

Staff

321, 322 The Age of Goethe: 1750-1785; 1785-1830

Study of German literature of the Enlightenment, Storm and Stress, Classicism, and Romanticism, with special emphasis on Lessing, Schiller, and Goethe. Critical reading and analysis of representative works are included. Outside reading and reports. Alternate years. Offered 1987-88.

Staff

**323, 324 Post-Romantic to Mid-Twentieth-Century
German Literature: 1830-1900; 1900-1945**

Study of German literature from the 1830's to 1945, with particular attention in the fall semester to Young Germany, Biedermeier, Regionalism, Realism, and Naturalism; and in the spring semester to Impressionism, Expressionism, the New Objectivity, and their successors through the end of World War II. Critical reading and analysis in class of representative works and outside readings and reports are included. Alternate years. Offered 1986-87.

Staff

325 German Literature Since 1945

Study of West and East German literature, including Borchert, Böll, Grass, Dürrenmatt, and Handke. Critical reading and analysis in class of representative works and outside reading and reports are included. Alternate years. Offered 1986-87.

Staff

328 Goethe's Faust

Intensive reading and analysis of the work in class. Lectures and discussions highlight its aesthetic, moral, and ethical values and autobiographical significance, together with an examination of its modern cultural implications. Outside reading and reports.

Staff

400 Senior Seminar

Intensive study of selected aspects of German language, literature, and civilization through reading, discussion, oral and written reports. Topics will be selected with a view to affording students an opportunity to strengthen their knowledge in the areas not covered in their other course work in the department.

Staff

Individualized Study

Guided reading or research under the supervision of a member of the staff. *Prerequisite:* Consent of the Department.

Greek—See Classics

Health and Physical Education

Professor Kenney (*Chairperson*)

Associate Professors Biser and Donolli

Assistant Professors Claiborne and Reider

Adjunct Instructor P. Speck

Coaches: Anderson, Bowers (Coordinator of Women's Athletics), Breaux, Campo, Drexel, Hulton (Director of Intercollegiate Athletics), Hummell, Hurst, Rawleigh, Riggs, Streeter, and Wright

Overview

The Department of Health and Physical Education is in harmony with the purposes of our liberal arts institution and our philosophy is a holistic one. We believe in the Greek ideal of "A sound mind in a sound body." The College stresses the individual need for total fitness for all students through our required courses. Our majors' courses offer those students with a particular interest in health and physical education a rewarding, well rounded, educational and life experience.

A major in Health and Physical Education is an excellent preparation for specific areas such as state-approved teaching certification in Health and Physical Education (K-12), certification in athletic training, and allied health careers. With proper course selection, students can qualify for post graduate work in allied therapy fields such as physical, occupational, and play therapy.

Requirements and Recommendations

All HPE majors must satisfy all of the College distribution requirements. Psych. 101 and Soc. 101 are the preferred social science courses. Biology is required as the laboratory science. Introductory Biology (111-112) is preferred but General Biology (101-102) is acceptable.

HPE Courses required of all students registered in the Department:

All students majoring in HPE must successfully complete 1 year of Chemistry *or* Physics except that those HPE Majors who successfully complete the Education semester are *exempt* from the 1 year Chemistry *or* Physics requirement.

- HPE 112-Foundations of Health, Physical Education, and Recreation
 211-Personal and Community Health
 217-Anatomy and Physiology
 218-Kinesiology and Applied Physiology
 309-Physiological Responses to Endurance Training

- 314-Medical Aspects of Sports
- 320-Adapted Physical Education and Health Inspection
- 332-Measurement and Evaluation in Health and Physical Education
- 400-Senior Professional Seminar
- 415-Adv. Exercise Physiology
- *449-Introduction to Research Skills-(2 years) HPE 101-102, 201-202
- *HPE 449-Introduction to Research: *Not* required for students in teacher certification program.

Teacher Certification: For the student in the teacher certification program (K-12) elementary and secondary teacher education, the following courses must be scheduled:

- HPE 301, 302 Major Skills
- ED 201-Educational Psychology
- 209-Social Foundations of Education
- 303-Educational Purposes, Methods, and Educational Media
- 304-Techniques of Teaching and Curriculum of HPE
- 477-Student Teaching-Secondary, Two Courses

HPE majors who are considering graduate work in allied health careers (physical therapy, occupational therapy, athletic training, etc.) should take introductory Physics 103, 104 or Physics 111, 112; and Chemistry 101, 102 or Chemistry 111, 112 which are required for admission to graduate and professional schools.

Faculty advisers are available to help in counseling, but students have the sole responsibility for meeting all major requirements. It is important to declare the HPE major early in the four year curriculum, as failure to do so often means an additional semester or two to complete the program.

There is an additional learning experience that our department requires. Each student must participate in our intercollegiate program on one of the following levels: player, student trainer, student manager, or as a student coach. (The latter would be only for a very select, highly qualified athlete.) The above participation must be accomplished once each year for the four-year program.

Distribution Requirements

For non-majors in health and physical education, three quarter courses in health and physical education are required for a Bachelor of Arts degree. These courses are graded only on an S/U basis. They are normally taken during the fall and spring semesters of the freshman and sophomore years in addition to the general four or five course requirement. One semester of study yielding one quarter course credit is required from each of the three following groups:

Group I-HEALTH

HPE 105-Health Science (or Health Credit through proficiency testing)

Group II-141 FITNESS ACTIVITIES

- Advanced Basketball
- Advanced Judo
- Basketball
- Body Conditioning
- Cardio Fitness
- Endurance Swim
- Indoor Lacrosse
- Jazz It
- Jogging
- Judo
- Mountaineering
- Orienteering (Military Science 201)
- Soccer
- Team Handball
- Track and Field
- Weight Training

Group III-171 RECREATIONAL SKILLS

- Activities for Children
- Advanced Golf
- Advanced Horsemanship**
- Advanced Lifesaving
- Advanced Tennis
- Advanced Volleyball
- Archery
- Badminton
- Beginner's Swim
- Bowling**
- Contracts (Individualized Program)
- Fencing
- Golf
- Horsemanship**
- Outdoor Recreational Skills
- Softball
- Tennis
- Volleyball
- Water Safety Instructor***
- Wilderness Survival (Military Science 102)

**Requires extra fee

***Must have current Advanced Life Saving Certification

Health and Physical Education

A proficiency health knowledge test is offered freshmen and transfer students. If the health test is passed, the student can elect to take Health Credit or substitute a semester of study in any other group. If not passed, HPE 105 must be taken.

In Groups II and III the student has the option of selecting one odd-numbered course which extends for a full semester or two even-numbered courses which taken sequentially during the same semester are equivalent to a full semester. The three group requirements may be taken in any order.

Students who are unable to participate in the regular programs enroll in HPE 106, Adapted Physical Education, which can be substituted for courses in any group except HPE 105, Health Science, in Group I.

101, 102, 201, 202, 301, 302 Major Skills

Skill development and methods and techniques of class organization and instruction for the following physical education activities: lacrosse, field hockey, wrestling, swimming, gymnastics I, folk-square-social dance, baseball, softball, tennis, badminton, elementary school teaching, golf, archery, soccer, speedball, elementary-junior high-senior high games and recreational activities, basketball, volleyball, and track and field. This course is for health and physical education major students.

*1/4 course each
Staff*

112 Foundations of Health, Physical Education, and Recreation

The historical and philosophical development of health and physical education from early civilization to present; examination of the purposes, scope, and interrelationships of health, physical education, and recreation; and their application to the total education process. Alternate years.

Ms. Kenney

211 Personal and Community Health

A critical look at the relevant health issues of this decade. Careful inspection of data concerning drugs, human sexuality, marriage and family living, old age, pollution, etc. is included along with the examination of the relationship of personal health problems to the community at large.

Mr. Reider

217 Anatomy and Physiology

Study of the characteristics of cells and tissues, and the muscular, skeletal, and nervous systems. Emphasis is placed on the integration of structure and function. *Prerequisites:* Biology 101 and 102 or 111 and 112.

Ms. Claiborne

218 Kinesiology and Applied Physiology

Study of voluntary skeletal muscles, not only in regard to their origins, insertions, actions, and interrelationships with the body systems, but also with particular emphasis on the essentials of wholesome body mechanics. *Prerequisite:* HPE 217.

Mr. Donolli

309 Physiological Responses to Endurance Training

Serves to acquaint the student with the physiological mechanisms that are involved in circuit, interval, and aerobic type endurance training. The physiology of cardio-respiratory and muscular responses will be covered. The students will be involved in practical application of the training methods studied. A pre-exercise and post-exercise test of significant endurance responses will be administered to each student.

Mr. Donolli

314 Medical Aspects of Sports

Prepares the prospective coach for the prevention and care of injuries. Course includes instruction about protective equipment, safety procedures, and facilities, as well as preparation of the athlete for competition, emergency procedures, post-injury care, and medical research related to training and athletics. Material in the official Red Cross Standard and Advanced First Aid courses will be given and certificates can be earned. Practical work covered includes massage, taping, bandaging, and the application of therapeutic techniques. *Prerequisites:* HPE 217 and HPE 218 or permission of instructor.

Mr. Biser

320 Adapted Physical Education and Health Inspection

Provides instruction and experience in the health inspection and observation of the school environment and of school children. Specific abnormalities of children are studied, and exercises are adapted to individuals to allow more complete personality development through activity. *Prerequisites:* HPE 217 and HPE 218.

Messrs. Biser and Rawleigh

332 Measurement and Evaluation in Health and Physical Education

Concentration on test preparation in the cognitive, psychomotor, and affective domains, application of measurement and evaluation optics, analysis of data through the use of computers, and participation in field experiences with standardized testing.

Mr. Reider

400 Senior Professional Seminar

Designed to relate and synthesize the various concepts, interpretations, and understandings of modern health, physical education, and recreation. This course offers the student the opportunity to work at an advanced level of extensive reading in the many faceted areas of the profession. Offered either semester.

Ms. Kenney

415 Advanced Exercise Physiology

An in-depth study of various factors affecting human performance with emphasis on regulation of various bodily functions at rest and during physical activity. Laboratory activities will acquaint the student with equipment and testing procedures used in measuring physiological parameters. *Prerequisite:* HPE 218, 309.

Ms. Claiborne

449 Introduction to Research

Study of the various methodological approaches used in research. The course provides practice in designing research tools and in research writing and is helpful for those planning to continue with graduate study. Offered either semester.

Prerequisite: HPE 332 or Math 107 or permission of instructor.

Mesdames Claiborne and Kenney

History

Professors Crapster and Glatfelter
Associate Professors Boritt, Bugbee, Fick,
Forness, and Stemen (*Chairperson*)
Adjunct Assistant Professor J. Holder

Overview

The Department aims to acquaint the student with the concept of history as an organized body of knowledge which is "the memory of things said and done." Mastery within this broad field provides an appreciation of history as literature, an understanding of our heritage, and a standard by which one may thoughtfully evaluate our own time. Through classroom lectures and discussions, an introduction to research, and seminars, the Department encourages the student to develop as a liberally educated person. Courses which the Department offers help prepare students for graduate study and for careers in teaching, law, the ministry, public service, business, and other fields.

Requirements and Recommendations

Requirements for a major are nine courses, including History 300 (in the sophomore year) and one of the senior research seminars. All majors must pass at least four additional 300-level courses chosen from at least two of three groups—American, European, or Asian history. Senior research seminars—number 401 to 410—are normally restricted to history majors, for whom one is required. A selection from the list of seminars is offered each year. They provide students with an opportunity to work in small groups with a member of the staff in the study of a selected topic. Typically participants are expected to engage in reading, discussion, oral reports, and writing formal papers based on individual research.

The minor in history consists of six history courses, of which no more than two may be at the 100-level and at least two must be at the 300-level. One course may be from the list of courses from other departments listed below that count toward the major. No courses taken S/U may be included.

History

Greek 251 (Greek History) and Latin 251 (Roman History) may be counted toward the nine-course requirement for the history major. A student who has declared a double major in history and a modern language may, with special permission from the chairperson of the Department of History, count one of the following courses toward the nine-course requirement for the history major (but not toward the 300-level requirement): French 310; German 211, 212, 213; Spanish 310, 311.

Distribution Requirements

All courses except History 300 are acceptable toward fulfilling the distribution requirement in history/philosophy/religion or history/philosophy.

The following courses meet the distribution requirement in Non-Western culture: 221, 222, 224, 227, 228, 251, 254, 321.

101, 102 History of Europe

Survey of the major political, economic, social, and intellectual developments in Europe from the 5th century to the present. The first course goes from the Germanic invasions of Rome to 1715; the second extends from 1715 to the present.

Mr. Fick

131, 132 History of the United States

With the dividing point at 1877, a general survey of the historical development of the American nation from the age of discovery to the present. Open to freshmen only.

Staff

203, 204 History of England

Surveys English history from the Anglo-Saxon invasions to the present, emphasizing institutional, social, and cultural developments. Some attention is given to Ireland, Scotland, and the overseas empire. The dividing point between the two courses is 1714.

Messrs. Crapster and Fick

215, 216 History of Russia

Survey of Russia and the Soviet Union from the early Russian state to the present.

Staff

221, 222 History of East Asia

A survey of East Asian civilizations to approximately 1800 in 221 and of East Asian political, social, and intellectual developments since the Western invasions of the nineteenth century in 222.

Mr. Stemen

223 United States Relations with East Asia

Study of the diplomatic, military, and cultural relations of the United States with China, Japan, Korea, and Vietnam, from the late eighteenth century to the present. Such subjects as trade, missions, wars, intellectual and artistic influence, and immigration will be covered.

Mr. Stemen

224 Chinese Thought and Culture

An intellectual history of China from the beginning to the eighteenth century. Readings are drawn from philosophy, history, religion, poetry, and fiction, and are studied in the context of the intellectual and artistic culture of the times.

Mr. Stemen

IDS 227, 228 Civilization of India

Course description included under Interdepartmental Studies.

Ms. Powers

233 Mission, Destiny, and Dream in American History

An introduction to American history from the seventeenth century to the present by focusing upon the intertwining themes of the American people's belief in their unique mission and destiny in the world and their dream of creating a just and prosperous society. Students will probe the varying manifestations of these themes through major events and movements in American social, economic, and cultural life and in politics and diplomacy.

Mr. Forness

235 American Economic History

Examines the economic development of the United States from the colonial period to the 1960's. Among the topics covered are the westward movement, development of transportation networks, growth of monetary markets and investments, industrialization, and the role of government in the economy. Not offered every year. *Prerequisite:* Economics 103-104.

Ms. Fender

236 Urbanism in American History

An introduction to American history from the perspective of urbanism. Beginning with the colonial town and continuing to the megalopolis of the mid-twentieth century, students will investigate the nature of urban life and its influence upon the course of American development.

Mr. Forness

237 War and American Society

Considers America's wars from the Revolution to Vietnam and the opposition to war they have evoked.

Mr. Boritt

239 Architecture and Society in Nineteenth-Century America

A study of American architecture from the neo-classic developments of the late eighteenth century to the work of Frank Lloyd Wright and his contemporaries at the beginning of the twentieth century, focusing upon relationships between architectural styles and the changing social, economic, and technological factors that influenced American culture.

Mr. Forness

251 History of the Ancient Near East

Survey of the history of the Near East to 622 A.D., concentrating particularly on the major civilizations of Egypt and the Fertile Crescent, i.e., Sumer, Babylonia, and Assyria, as well as those of Crete, the Hittites, Persia, and the Indus Valley. Secondary attention will be given to ancient Near Eastern art and architecture, religion, and literature (in translation).

Mr. Bugbee

254 History of the Middle East under Arab Influence

Commencing with the career of Mohammed, deals with the history of the Middle East, North Africa, Spain and, to some extent, India under the impact of Islam. Emphasis will be placed upon the Arab Conquest and the early, formative centuries of Islamic civilization, as well as upon developments—especially under the influence of the West—since 1798. Secondary attention will be given to Islamic art and architecture, religion, literature, and philosophy.

Mr. Bugbee

300 Historical Method

A course designed for history majors which introduces the student to the techniques of historical investigation, deals with the nature of history, and examines the relation of history to other fields of study. It also surveys the history of historical writing. *Prerequisites:* Two courses in history.

Mr. Glatfelter

311, 312 Medieval Europe

A survey of the period from the breakdown of Roman institutions in the West to about 1050, with special emphasis on the role of the Church, the Carolingian age, the Viking invasions, the establishment of the German Empire, and the beginnings of the struggle between Empire and

Papacy in 311. History 312 deals with the central theme of the rise of a distinct Medieval civilization and the emergence of the Western monarchies. Not offered every year.

Mr. Fick

313 Renaissance and Reformation

Beginning about 1300, treats the gradual decline of Medieval civilization, the major theme being the transition from "Medieval" to "Modern". It ends about the middle of the sixteenth century with the establishment of Protestantism and the strong movement of reform within the Roman Church. Not offered every year.

Mr. Fick

314 Age of Absolutism

Beginning with the sixteenth century wars of religion, continues with a study of the Habsburgs' failure to dominate Europe, the Thirty Years' War, the emergence of France to predominance, the development of the absolute state and "enlightened despotism," the rise of new powers by 1700, and economic, cultural, and social developments. Not offered every year.

Mr. Fick

315 Age of the French Revolution

Following a general survey of political, economic, social, and intellectual currents in Europe on the eve of the French Revolution considers developments in France and the rest of Europe between 1789 and 1815. Not offered every year.

Mr. Crapster

317 Europe 1848-1914: Nationalism, Industrialization, and Democracy

After a survey of European developments of 1815-48, studies the Revolutions of 1848, industrialization and urbanization, the unification of Germany and Italy, state-building and the development of democratic institutions, dissident movements, and international affairs leading to the First World War. Not offered every year.

Mr. Crapster

318 Europe and Two World Wars

Studies selected aspects of European history from the outbreak of the First World War in 1914 to the end of the Second World War in 1945.

Mr. Crapster

Individualized Study

An individual tutorial, research project, or internship requiring the permission of an instructor who will supervise the project. The instructor can supply a copy of the statement of departmental policy regarding grading and major credit for different types of projects. Either semester.

Staff

319 Europe Since 1945

Perspectives on Europe since 1945: reconstruction, nationalism, European integration, the American presence, the Cold War, the role of the state, with consideration of the reflection of these in culture and society.

Mr. Crapster

321 Modern China

A study of Chinese history since the Opium War of the nineteenth century, with emphasis on the Nationalist and Communist revolutions. Not offered every year.

Mr. Stemen

332 American Diplomatic History

The foreign relations of the United States since the American Revolution, with emphasis on the twentieth century.

Mr. Stemen

335, 336 American Social and Cultural History

Traces America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture. Beginning with the American Revolution, History 335 covers the period to the Civil War. History 336 continues from that period to the present. Not offered every year.

Mr. Forness

341 Colonial America

Commencing with the European background and the Age of Exploration before considering the settlement of North America, stresses political and constitutional developments to 1763, with attention to European rivalries, mercantilism, and attempts to achieve intercolonial unity. Colonial art, architecture, and the American Indian are also discussed.

Mr. Bugbee

342 Age of the American Revolution

Begins with a review of colonial beginnings, followed by the French and Indian War, which set the stage for the disruption of the old British Empire. It traces the road to revolution and independence, the war itself, the Confederation experiment, and the impetus which led to the Federal Constitution of 1787. Political and constitutional developments are emphasized.

Mr. Bugbee

343 Jeffersonian-Jacksonian Era

Covering the period from the 1790's to the Mexican War, treats the development of American national life and sectional interests under such influences as Jefferson's agrarian republicanism and the new democratic movements of the Jacksonian period. Not offered every year.

Mr. Forness

345 Civil War

The trauma of America from the end of the Mexican War to Appomattox, moral judgments in history, political culture, economic interests, diplomacy, and war.

Mr. Boritt

346 Post-Civil War America

The study of an America attempting to reconstruct itself, from 1865 to the 1890's. The focus is on the short and long-range effects of the Civil War.

Mr. Boritt

348 Early Twentieth Century America

Deals primarily with the major political, economic, and social developments in the United States from about 1900 to 1945. Some attention is given to the role of the United States in the world during this period.

Mr. Glatfelter

349 The United States Since 1945

Deals with the major political, economic, and social developments in the United States since 1945, and with the demands made upon the United States as a leading world power.

Mr. Glatfelter

Senior Research Seminars:

401 England in the 1880's

Mr. Crapster

402 Tudor England

Mr. Fick

404 Founders of the United States

Mr. Bugbee

405 The U.S. in the 1890's

Mr. Glatfelter

407 American Diplomacy in the Early Cold War

Mr. Stemen

409 European Diplomacy in the Age of the Baroque

Mr. Fick

410 Abraham Lincoln

Mr. Boritt

Interdepartmental Studies

Professor Hammann (*Chairperson*)

Adjunct Assistant Professors

M. Baskerville, Hogan, and

Powers

Adjunct Instructor Lindeman

Lecturers Jones and Nordvall

The Committee on Interdepartmental Studies offers courses and coordinates specialized interdepartmental programs. The Committee bears responsibility for identifying and encouraging interest in Interdepartmental Studies courses and programs, such as Asian Studies, American Studies, and Medieval and Renaissance Studies. (See pages 105-107.)

Among the opportunities for Interdepartmental Studies is the Special Major: a student, with the consent of two supervising faculty members from different departments, may design a coherent program of at least eight courses focusing on a particular issue or area not adequately included within a single department. It may be based on any grouping of courses drawn from any part of the curriculum so long as the proposed major is coherent, serves a carefully defined purpose, and includes at least six advanced courses. The Committee on Interdepartmental Studies has final responsibility for approving Special Majors. (See page 28.)

By nature of their objectives and content, Interdepartmental Studies courses cross the lines of departments and specialized disciplines. For example, some of these courses attempt to provide the common body of knowledge traditionally associated with a liberal education; others attempt to integrate the understanding of different kinds of subject matter; and still others combine methodologies from diverse departments and disciplines. Most notably, the Senior Scholars' Seminar challenges an invited group of seniors, representing as many academic departments as possible, to apply their skills to the investigation of a problem which crosses the boundaries of and demands the methods of several disciplines.

100 Freshman Colloquy

Required seminar for all freshmen designed to strengthen reasoning, writing, and speaking skills. Using a multi-disciplinary theme as a focus, students will analyze readings, lectures, and other presentations through intensive writing and class discussion.

101, 102 Ideas and Institutions of Western Man

An introduction to the religious, political, and philosophical ideas and institutions that characterize Western Civilization. During the first semester, students read selected documents ranging from the Bible and seminal Greek thinkers through Luther, Calvin, and other figures of the Sixteenth century Reformation. In the second semester, readings range from documents illustrative of the Scientific Revolution of the Sixteenth and Seventeenth centuries through Darwin, Marx, Lenin, and Freud. Fulfills distribution requirement in history/philosophy/religion or history/philosophy.

Mr. Baskerville

103, 104 Literary Foundations of Western Culture

A study of selected major literary achievements of Western culture regarded as philosophical, historical, and aesthetic documents including authors ranging from Homer to Plato through St. Augustine and Dante to Shakespeare, Milton, and Goethe. By means of reading and discussing complete works of literature the student is introduced to those humanistic skills that have traditionally distinguished the liberally educated person. Fulfills distribution requirement in literature.

Staff

111, 112 Ideas and Events Behind the Arts

An introductory study of the visual arts from prehistoric times to the nineteenth century. Class will examine reasons for changes in the content, form, and function of two- and three-dimensional art. Exercises in visual analysis of the individual will develop critical methods. Fulfills distribution requirement in arts.

Ms. Small

206 Byzantine Civilization

An introduction to the civilization which radiated from Constantinople, the capital of the Roman Empire from 330-1453. Its contributions to eastern and western Europe are still evident in art, law, classical learning, economics, Christianity, and bureaucracies. Fulfills distribution requirement in history/philosophy/religion or history/philosophy.

Mr. Trone

211 Perspectives on Death and Dying

A study of death and dying from a variety of perspectives: psychological, medical, economic, legal, and theological. Dignity in dying, what happens after death, euthanasia, body disposal, and other such problems are examined. Fulfills distribution requirement in history/philosophy/religion or history/philosophy. May be counted in the eight-course requirement for a religion major.

Mr. Moore

213 Women in the Ancient World

An investigation of the role/s of woman as reflected in the myths, legends, epics, law codes, customs, and historical records of the Sumerians, Babylonians, Egyptians, Hebrews, Greeks, and Romans. The relevance of some of this for contemporary roles and problems is also examined. Can be included in a religion major but cannot be counted in the eight-course requirement.

Mr. Moore

222 Romanesque to Gothic

A sampling of intellectual achievements in several categories, selected from the twelfth and fourteenth centuries. Focusing on six major literary works, the participants will examine representative patterns in music, art, science, and philosophy in order to investigate the Middle Ages as times of change as well as of strong continuity. Fulfills distribution requirement in literature.

Mr. Pickering

227, 228 Civilization of India

First course: cultural developments from Indus Valley Civilization to coming of Muslims, with emphasis on Buddhism, evolution of Hinduism, and their representation in art and literature; second course: historical factors underlying Hindu-Muslim antagonism as well as contemporary, political and economic problems. Fulfills distribution requirement in history/philosophy/religion or history/philosophy and the distribution requirement in Non-Western culture. Alternate years. Offered 1987-88.

Ms. Powers

235 Introduction to African Literature

A survey in English of modern sub-Saharan African literature. After an introductory section on background and the oral tradition, the course will treat the primary themes of this writing, many of which bear the stamp of the colonial experience and its aftermath. Representative novels, plays, and poetry will be read and discussed for their artistic value and cultural insights. Short papers, mid-term and final examinations are required. Fulfills distribution requirement in literature and the distribution requirement in Non-Western culture. Alternate years. Offered 1987-88.

Mr. Michelman

237, 238 Literature of India

Study of major Indian literary works in translation. First course: Vedic hymns, major epics, Sanskrit drama, Gupta love poetry and political fables. Second course: Tamil epic and lyrics, devotional poetry, Islamic literature, the modern novel. Complete works are read from the standpoint of religion, history, and aesthetics, using criticism from Western and Indian sources. Fulfills distribution requirements in literature and in Non-Western culture. Alternate years. Offered 1986-87.

Ms. Powers

239 Architecture and Society in Nineteenth-Century America

(See listing under History department)

244 Introduction to American Folklore

An introduction to folkloric theory and method, followed by a survey of the various types of folklore in America: myths, tales, ballads, music, art, games, et cetera. The course evolves through lectures, discussion of readings, and student reports, culminating in each student investigating in some depth one aspect of American folklore.

Mr. Locher

250 Criminal Justice

Overview of the criminal justice system in the United States and role in that system of features such as police, attorneys, trials, and prisons. Major United States Supreme Court cases are read to illustrate the nature of legal reasoning and criminal justice problems. Not offered every year. Offered 1986-87.

Mr. Nordvall

301, 302 Literature of Modern Western Culture

Continues the study of major literary documents into the nineteenth and twentieth centuries. Novels, dramas, and short stories are discussed as artistic structures and are seen in their relationship to modern culture. Representative writers include the French and Russian realists, James, Joyce, Kafka, Mann, Camus, Albee, and Dickey. Fulfills distribution requirement in literature.

Mr. Loose

312 Theology and Literature

Critical reading of representative theological writings and novels of the Modern Period to bring into focus dominant religious ideas influencing Western culture since 1800. Theologians and novelists include Kierkegaard, Dostoyevsky, R. Niebuhr, Conrad, Faulkner, Tillich, Camus, Wieman, West, and Hemingway. Fulfills distribution requirement in literature; can be counted in the eight-course requirement for a religion major.

Mr. Loose

320 Human Sexual Behavior

Discussion of biosexual, sociosexual, and psychosexual development in a cultural-behavioral setting. Resources from a variety of disciplines will be discussed as they relate to the present day social-sexual milieu. Seminar format. In-depth research investigation required.

Mr. Jones

401 Senior Scholars' Seminar: The Future of Humanity

Seminar for selected senior students addressing an important contemporary issue affecting the future of humanity. The approach to this issue is multi-disciplinary. Authorities of national stature are invited to serve as resource persons, and a final report is published by the seminar participants. The seminar carries credit for two courses and must be taken in the fall semester. Interested students should consult page 36 of this catalogue for admission criteria.

451 Individualized Study: Tutorial in Interdepartmental Studies**461 Individualized Study: Research in Interdepartmental Studies****Special Interdepartmental Programs****Asian Studies**

Gettysburg College offers a number of courses for students wishing a sound introduction to Asian culture as part of the liberal arts curriculum. Each Asian Studies course fulfills some distribution requirement. These courses are presented by members of various departments, persons with interests and competence in Asian Studies. A student may construct a Special Major with concentration in Asian Studies. Students wishing to prepare for advanced work in Asian Studies will be interested in the following course combinations supplemented by off-campus Language and Area Study programs to which the College has access:

1. Civilization of India.
2. An introduction to East Asia including History of East Asia and such courses as Religions of East Asia and West Asia and Modern China.
3. The Consortium exchange program by which students may take selected courses dealing with East Asia or South Asia at Dickinson or Franklin & Marshall Colleges.
4. Any two-semester sequence of courses in Asian Studies taken at Gettysburg followed by an intensive senior year of work in an Asian language and area courses at the University of Pennsylvania.
5. An arrangement whereby students may study in India for academic credit through programs offered by Associated Colleges of the Midwest and the University of Wisconsin (summer plus a full year) or the School for International Studies and the University of Virginia (one semester). Interested students should consult Dr. Janet Powers, Adjunct Assistant Professor of Interdepartmental Studies, for further information.

Asian Studies Courses

IDS 227, 228 Civilization of India

IDS 237, 238 Literature of India

History 221, 222 History of East Asia

History 223 United States Relations with East Asia

History 224 Chinese Thought and Culture

History 321 Modern China

Religion 242 The Religions of East Asia and West Asia

Interdepartmental Studies

American Studies

Gettysburg College offers a variety of courses analyzing American life and thought, thereby providing students with many opportunities for creating Special Majors in American Studies. Such majors may emphasize behavioral analyses, historical perspectives, literary and artistic dimensions, or coherent combinations of such approaches as they are reflected in courses from several departments. For example, Special Majors could be designed in the areas of early American culture, modern American social stratification, ethnicity, or the religious and economic values of the American people. Students should seek assistance in planning an American Studies Special Major from faculty members who teach courses in these areas or from the Committee on Interdepartmental Studies.

Course offerings suitable for Special Majors in American Studies are found under many departmental listings.

Medieval and Renaissance Studies

Through the curricular offerings of eight academic departments and the Interdepartmental Studies Program, the College makes available a wide range of courses that deal with the civilization and culture of the Medieval and Renaissance eras. Those eras laid the foundations for many modern ideas and values in the fields of literature, history, religion, political theory, music, art, science, technology, commerce, mathematics, and law. For many students concerned with a more realistic understanding of the rich heritage derived from the Medieval and Renaissance world, the vitality and creative energy of those eras hold a special fascination and add new dimensions for comprehending contemporary issues.

Faculty members teaching courses in these areas are associated in the Council on Medieval and Renaissance Studies in order to facilitate scholarship and course development, to provide a forum for the discussion and promotion of ideas and common interests, to encourage Special Majors, and to sponsor visits by students and faculty to museums and cultural centers in New York, Philadelphia, Baltimore, and Washington. Special majors in this area might deal with the medieval church and the arts, medieval literature and philosophy, or the ideological and institutional revolutions of the Renaissance. Students should seek assistance

in planning such Special Majors through the Council on Medieval and Renaissance Studies, Professor George H. Fick, History Department, Director.

Medieval and Renaissance Studies Courses

Art 111 Ideas and Events Behind the Arts
Classics: Latin 306 St. Augustine
English 209 History of the English Language
English 331 Mediaeval Literature
English 334 Renaissance Literature
English 362 Chaucer
English 365, 366 Shakespeare
English: Theatre Arts 203 History of the Theatre
French 305 History of French Literature: Middle Ages to 1789
History 203 History of England to 1714
History 311, 312 Medieval Europe
History 313 Renaissance and Reformation
IDS 101 Ideas and Institutions of Western Man
IDS 103, 104 Literary Foundations of Western Culture
IDS 206 Byzantine Civilization
IDS 222 Romanesque to Gothic
Music 312 History of Medieval, Renaissance, and Baroque Music
Philosophy 203 Classical Greek and Roman Philosophy
Philosophy 204 Medieval and Early Modern Philosophy
Religion 121 Church History: to the Eighth Century
Religion 122 History of the Medieval Church
Religion 227 Monks, Nuns, and Friars
Spanish 310 Spanish Civilization

Peace, War, and World Order Studies

Gettysburg College offers a concentration of courses in Peace, War, and World Order Studies through the course offerings of several departments. A special major in Peace and World Order Studies would emphasize such areas of study as global interdependence, historical perspectives on peace and war, ethical issues of war and peace, the dynamics of global problems such as hunger, poverty, and human rights abuse, mechanisms for resolving global problems peacefully, and systems of international law and organization.

Students who elect this special major would enroll in their senior year in IDS 461, Individualized Research, in order to synthesize the work of the other courses in their special major and to pursue a research interest such as Conflict Resolution, Global Ecology, the Psychology or Sociology of War, or World Organizations. Interested students should contact the Chairperson of the Committee on Interdepartmental Studies.

Peace, War, and World Order Studies Courses

Political Science 103 Global Politics
245 World Order
263 The Politics of Developing Areas
341 International Political Economy
344 U.S. Defense Policy

Economics 324 Comparative Economic Systems
336 International Economics
338 Economic Development

History 237 War and American Society
318 Europe and Two World Wars
319 Europe Since 1945
345 The United States Since 1945

Classics 121 Greek Civilization

Philosophy 105 Contemporary Moral Problems

Psychology 221 Basic Dynamics of Personality
225 Developmental Psychology

Sociology and Anthropology 203 Population
220 World Culture
221 World Urbanization

Latin—See Classics

Management

Professor Rosenbach (*Chairperson*)
Distinguished Visiting Professor Kefalas
Assistant Professors Alkhafaji and Jacobson
Instructors Hays, Patnode and Witmer
Adjunct Assistant Professor J. M. Railing
Adjunct Instructors Balch and Lewis

Overview

The Department of Management of Gettysburg College provides a distinctive curriculum designed to engender understanding of the role of management in a variety of organizational settings: public, private, local, national, and international. In order to develop the breadth of understanding appropriate for a liberal education, the curriculum is integrative. The curriculum incorporates the historical and social contexts within which managerial decisions are made and brings into clear focus the moral and ethical dimensions of such decisions. Students thus are encouraged and equipped to become informed decision-makers who employ carefully considered values and the aesthetic and intuitive components of leadership as well as the relevant analytic and technical skills. Most importantly, the curriculum and the manner in which it is taught foster the qualities of critical, creative thinking; the entrepreneurial disposition to be intellectually bold, independent, and innovative; the zest for lifelong learning; and the values so important to vital and socially responsible management in our public and private enterprises.

The Department offers a major in management, with three areas of concentration: entrepreneurship, human resources, and accounting and finance. In addition to its liberal arts objectives, the Department's curriculum is designed to meet the needs of students who intend to enter graduate professional schools in business administration and related areas, or to pursue a career in public or private enterprises.

To declare a major students must have received a grade of C or better in each of the following courses: Economics 103, Economics 104, Economics 241, and Management 153.

Requirements and Recommendations

Majors in management are required to complete seven core courses plus a minimum of four courses in one of the three areas of concentration. The seven core courses are as follows: Economics 103-104, Management 153,

Management

Economics 241, Management 247, Management 266 and Management 400. Each student majoring in management will also be required to take at least four courses in one of three areas of concentration: entrepreneurship, human resources, or accounting and finance.

This program applies to students entering the Fall of 1985. Previously enrolled students have the option of completing this Program or the Program that immediately preceded it.

Students anticipating a management major are encouraged to take Economics 103-104 during the freshman year. In addition, management majors are required to demonstrate proficiency in mathematics by successfully completing Mathematics 105 or 111. The mathematics requirement should also be completed during the freshman year.

In order to qualify for Departmental Honors in Management, a student must 1) satisfactorily complete Management 400 during the senior year with a grade of A; 2) be recommended by his or her adviser; and 3) have earned a 3.3 departmental grade point average.

The department offers a management internship (Management 473) for selected management majors entering their senior year. The internship is comprised of an employment experience completed during the summer between their junior and senior year, and an academic component completed during fall semester of the senior year. One course credit is awarded for successful completion of the internship.

Additional information regarding the Department of Management is contained in *Managing Your Major: Department of Management Handbook*. All majors and potential majors are urged to obtain a copy of this booklet.

153 Financial Accounting

Study of the basic principles, concepts, and problems in recording, summarizing, reporting, and analyzing financial data. Emphasis is placed on reports used by decision-makers both inside and outside the firm.

154 Managerial Accounting

Study of accounting concepts for planning, control, motivation, reporting, and evaluation by management of the firm. *Prerequisite:* Management 153.

247 Management Information Systems

Integrative systems of people and machines for providing information to support the operations, management, and decision-making functions in an organization. The course examines gathering, storing, transmitting, and manipulating data to provide timely, accurate, and useable information. *Prerequisite:* Economics 103-104.

253-254 Intermediate Accounting

Continued and more intensive study of the principles, concepts, and theories prevalent in accounting. Emphasis is on literature and pronouncements of professional accounting groups and regulatory agencies. *Prerequisite:* Management 153-154.

266 Management and Organization

The decision-making process concerned with the planning, staffing, leading and controlling the affairs of organizations in the public and private sectors, including profit making as well as not-for-profit (Formerly Business 366). *Prerequisite:* Economics 103-104.

267 Business Finance

Introduction to the principles and practices involved in the acquisition and administration of funds. Emphasis is placed on financial planning, asset management, and sources and costs of capital (Formerly Business 367). *Prerequisites:* Economics 103-104 and Management 153 and 266.

270 Organizational Behavior

Theory of behavioral science applied to the organization with emphasis on the interaction of the individual and the organization. Topics range from individual attitudes and behavior to organizational change. *Prerequisite:* Management 266.

353 Cost Accounting

Concepts of cost accumulation and cost analysis for decision-making in manufacturing concerns. The same concepts are also applicable to other organizations. *Prerequisite:* Management 153-154.

355 Auditing

Introduction to the objectives, concepts, analysis, and procedures underlying the review of financial reports prepared by organizations. Emphasis is placed on the analysis of internal control and the auditor's ethical and legal responsibility. *Prerequisite:* Management 253-254.

356 Federal Taxes

Fundamentals of Federal tax regulations, relationship to accounting principles, and application of regulations through research and reporting. *Prerequisite:* Management 153-154.

357 Not-for-Profit Accounting

Accounting, budgetary financial control, and evaluation procedures for governmental and not-for-profit organizations. Emphasis is placed on the basic differences between commercial and not-for-profit accounting and on managerial uses of information generated by the accounting system. *Prerequisite:* Management 153-154 or permission of instructor.

360 Organizational Ethics

Ethical restraints on organizational decisions. This course will explore these restraints and try to clarify their place in and their effects on the decision-making process. The class may employ the case study method as appropriate. *Prerequisite:* Management 266.

361 Marketing Management

Study of the place of marketing in the world of business; the marketing concept; understanding consumer buying behavior; marketing planning and product policy; sales management; distribution strategy; current problems, influences, and pressures on marketing. Marketing case studies are analyzed and discussed. *Prerequisite:* Economics 103-104.

363 Business Law

Law of torts, crimes, contracts, and sale of goods as well as how law affects managerial decision-making. Historical development of law is briefly examined.

365 Human Resources Management

Major principles of human resources management from the perspectives of both organizational demands and individual interests as well as from a functional and line management point of view. This will be accomplished through the study and application of theoretical concepts relating to staffing, employee performance, compensation, labor relations, training and development, as well as several special topics of current importance. *Prerequisite:* Management 266.

368 Investments: Management

Investment practices, the risks of investment and the selection of appropriate investment media for individuals, firms, and institutions. Theories and techniques for maximizing investment portfolio performance are studied. Emphasis is placed on analysis and selection of securities, portfolio management, and the operation of securities markets. *Prerequisite:* Management 267 or permission of instructor.

371 Financial Intermediaries

Functions and portfolios of financial intermediaries. Sectoral demand and supply of funds, nature and role of interest rates, term structure and forecasting, impact of inflation and regulation on financial markets, and current developments in the financial system are studied. Also covered are political, social, and ethical implications of the operation of capital markets. *Prerequisite:* Management 267.

381 Small Business Management

Study and critical analysis of the principles and procedures for establishing, developing, and managing a small business. The relevant differences between large and small business management are examined. Attention is given to the personal attributes needed for successful entrepreneurship. *Prerequisites:* Economics 103-104, Management 153, Management 266, Management 361.

385 International Management

Identification, analysis, and evaluation of managerial functions and issues in the context of an international organization with emphasis on problems of adapting to different cultural, legal, political, economic, and geographic environments. *Prerequisite:* Management 266.

386 International Business, Finance, Accounting, and Taxation

The financing of international trade. Topics covered include financial planning and capital budgeting in an international context, financial risk, and issues in international taxation. *Prerequisite:* Management 267.

400 Policy and Strategy

Integrative capstone course focusing on application of theories to understanding and analysis of strategy formulation and implementation. Case studies will be used to develop analytic skills. Seniors must take this course to qualify for departmental honors. *Prerequisite:* Senior Status.

410 Senior Seminar

Investigation of contemporary problems and special topics of current importance in the field of management. Specific issues to be addressed will be determined by the instructor. *Prerequisites:* Senior status and permission of instructor.

473 Internship

A minimum of six weeks of on-site participation in management with a public or private enterprise. A student wishing to pursue an internship must submit an acceptable proposal to the Staff Director of Internships during spring semester of the junior year. *Prerequisites:* Junior management major with a minimum 2.0 overall and departmental grade point average.

Individualized Study

Topics of an advanced nature pursued by well-qualified students through individual reading and research, under the supervision of a member of the Department's faculty. A student wishing to pursue independent study must present a proposal at least one month before the end of the semester preceding the semester in which the independent study is to be undertaken.

Prerequisite: Permission of the supervising faculty member and the Department.

Mathematics

Professors Fryling and Holder (*Chairperson*)
Associate Professors Flesner, Kellett, and
Leinbach
Assistant Professors Magness, Pringle,
and Wijesinha
Adjunct Instructor Y. Niiri

Overview

A knowledge of mathematics is an essential part of what is meant by a liberally educated person. Mathematics is both an art and a science. It possesses an inherent beauty and exhibits a precision and purity of expression not found to the same degree in any other discipline. Beyond its intrinsic value, mathematics is indispensable in both the physical and social sciences and is occupying a position of increasing importance in many other fields. The computer has played a major role in this broadening use of mathematical methods. The computer also has impacted mathematics itself in fundamental ways. It is important, therefore, that all mathematics majors as well as other students who will apply mathematics learn how to use this powerful problem-solving tool.

The mathematics curriculum provides a foundation for students who will specialize in mathematics or in fields which utilize mathematics. By a careful selection of courses a student can prepare for graduate study in mathematics, for secondary school teaching, or for a career in a mathematically related field. The curriculum also provides courses appropriate for liberal arts students who wish to gain an appreciation of mathematics.

Requirements and Recommendations

All majors must complete the following basic core of courses.

THE CORE PROGRAM

Math 111-112: Calculus of a Single Variable
Math 211: Multivariable Calculus
Math 212: Linear Algebra
Math 321: Analysis I
Math 331: Abstract Algebra I

Normally, prospective majors begin with Math 110 or 111 depending on high school background. Advanced placement in Math 112 or 211 is possible either by scoring sufficiently high on the Advanced Placement Examination (see p. 155) or by permission of the department chairperson.

In addition to taking the core program, all majors will select one of the following areas of concentration and complete the courses specified.

AREA OF CONCENTRATION

Computer Studies—Math 366, 371, Computer Studies 216, plus two additional 300-level mathematics courses and one additional 200- or 300-level computer studies course.

Management Science—Math 351-352, 362, Econ 351, 352, plus one course chosen from Math 356, 358.

Physical Science—Math 363, 364, 366, two courses chosen from Chem 305, 306, Phys 311, 312, 319, 330, plus one additional 300-level mathematics course.

Probability & Statistics—Math 351-352, 356, 358, and two additional 300-level mathematics courses.

Pure Mathematics—Math 322 or 332, 363, 343 or 364, plus three other 300-level mathematics courses.

Secondary Teaching—Math 343, 351, Ed. 304, plus two other 300-level mathematics courses.

Student Designed Concentration—With the approval of the Mathematics Department a student may follow an individually designed concentration, which must contain six courses at least four of which must be 300-level mathematics courses.

COMPUTING REQUIREMENT

All mathematics majors are required to take Computer Studies 105 and should complete it no later than the end of their sophomore year.

A *minor* in mathematics consists of six mathematics courses, including 211, 212, and at least two 300-level courses.

101 College Algebra

Review of basic algebraic concepts as well as more advanced topics, including the notion of a function; linear, quadratic, polynomial, rational, exponential, and logarithmic functions; systems of equations. Applications will be drawn from a wide variety of fields. Credit may not be granted for both Mathematics 101 and 110.

Staff

105-106 Applied Calculus and Matrix Algebra

Concepts and applications of calculus and matrix algebra that are particularly important in Biology, Economics, Management, and other social sciences. Topics include: differentiation and integration of algebraic, exponential, and logarithmic functions; matrix algebra; linear programming; the simplex method; and an introduction to differential equations and multivariate calculus. Emphasis is on applications and problem solving. Credit may not be granted for both Math 105 and 111.

Prerequisite: Mathematics 101 or the equivalent.

Staff

107 Applied Statistics

Designed for students in the Biological and Social Sciences. Topics include descriptive statistics, fundamentals of probability theory, hypothesis testing, correlation, regression, and analysis of variance. An important aspect of the course is the use of a statistical package on the computer. Credit may not be granted for both Mathematics 107 and Economics 241. Four lecture hours per week.

Staff

110 Precalculus

Preparation for the study of calculus. Includes topics from algebra, trigonometry, and analytic geometry. The function approach will be emphasized. Four lecture hours per week.

Staff

111-112 Calculus of a Single Variable

Differential and integral calculus of one real variable. Topics include introduction to limits, continuity, the derivative, the definite integral, sequences, series, and elementary differential equations. Both theory and applications are stressed. No prior experience with calculus or computing is assumed. Three lecture hours and one problem session per week. Credit may not be granted for both Math 111 and 105. *Prerequisite:* Mathematics 110 or equivalent.

Staff

180 Basic Concepts of Elementary Mathematics

Designed for future elementary teachers who are sophomores and above and have been approved for admittance into the program for elementary certification. Topics include the number system, different bases, number line, use of sets, principles of arithmetic, introduction to geometry and algebra.

Mr. J. T. Held

211 Multivariable Calculus

Vectors, vector functions, function of several variables, partial differentiation, optimization, multiple integration, transformation of coordinates, line and surface integrals, Green's and Stoke's theorems. *Prerequisite:* Mathematics 112. Four lecture hours per week.

Staff

212 Linear Algebra

Systems of linear equations, algebra of matrices, determinants, abstract vector spaces, linear transformation, eigenvalues, and quadratic forms. *Prerequisite:* Mathematics 112 or permission of instructor. Four lecture hours per week.

Staff

321-322 Analysis I, II

Provides both a rigorous treatment of concepts studied in elementary calculus and an introduction to more advanced topics in analysis. Among the topics studied are: elements of logic and set theory, properties of real numbers, elements of metric space topology, continuity, the derivative, the Riemann integral, sequences and series, uniform convergence, functions of several variables. *Prerequisite:* Mathematics 211. Mathematics 322 offered in alternate years. Offered 1987-88.

Messrs. Holder and Kellett

331-332 Abstract Algebra I, II

A study of the basic structures of modern abstract algebra, including groups, rings, fields, and vector spaces. *Prerequisite:* Mathematics 212. Mathematics 332 offered in alternate years. Offered 1986-87.

Messrs. Flesner and Pringle

343 Topics in Geometry

A brief introduction to the history of the development of geometries from Euclid to the present, with emphasis on the significance of non-Euclidean geometries. Topics from projective geometry and its subgeometries, from affine to Euclidean. Alternate years. Offered 1986-87. *Prerequisite:* Mathematics 212.

Messrs. Flesner and Pringle

351-352 Mathematical Statistics and Probability

Probability, frequency distributions, sampling theory, testing hypotheses, estimation, correlation and regression, small sample distributions, and applications. *Prerequisite:* Mathematics 211.

Mr. Fryling and Ms. Magness

356 Statistical Decision Theory

An introduction to applied decision theory using Bayesian statistics. Topics will include decision rules, risk, the likelihood principle, utility and loss, prior information and subjective probability, Bayesian analysis, and game theory. *Prerequisite:* Mathematics 351 or Economics 241. Alternate years. Offered 1986-87.

Ms. Magness

358 Stochastic Processes

Includes the principles of probability, both for discrete and continuous distributions. The Poisson and exponential distributions will be emphasized with applications to birth, death, and queueing processes. Other topics included are Markov chains, random walks, and Gaussian processes. *Prerequisite:* Mathematics 351. Alternate years. Offered 1987-88.

Mr. Fryling

362 Introduction to Operations Research

A study of techniques and tools used in mathematical models applied to the biological, management, and social sciences. Topics selected from the following: optimization, game theory, linear and non-linear programming, dynamic programming, transportation problems, and network analysis. The computer will be used extensively. *Prerequisites:* Mathematics 212 or 106, and CS 105. Alternate years. Offered 1986-87.

Messrs. Kellett and Leinbach

363 Differential Equations and Special Functions

First order ordinary differential equations, linear differential equations of first and second order, series solutions, Fourier series and integrals, partial differential equations of physics, Legendre polynomials, Bessel functions. *Prerequisites:* Mathematics 211, 212.

Messrs. Mara and Pringle

364 Complex Variables

Analytic functions, conformal mapping, complex integrals, Laurent series, theory of residues, potential theory. *Prerequisites:* Mathematics 211, 212.

Messrs. Holder and Mara

366 Numerical Analysis

Numerical techniques of solving applied mathematical problems. A heavy emphasis is placed on the interrelation with these techniques and the digital computer. Topics to be covered are numerical solutions of systems of equations, the eigenvalue problem, interpolation and approximation, and numerical solutions to differential equations. Although emphasis is placed on the numerical techniques, consideration will also be given to computational efficiency and error analysis. *Prerequisites:* Mathematics 211, 212. Alternate years. Offered 1987-88.

Ms. Magness and Mr. Wijesinha

371 Discrete Mathematical Structures

A study of the mathematical structures used in computer science as well as in many other contemporary applications of mathematics involving finite and countably infinite sets. Topics will include sets, relations, algebraic systems, graphs, formal systems, and combinatorics. *Prerequisite:* Mathematics 212. Alternate years. Offered 1987-88.

Mr. Leinbach

381, 382 Selected Topics

Study of some advanced phase of mathematics not otherwise in the curriculum. The subject matter and the frequency of offering the course will be dependent on student interest. Some possible areas for study are: point set topology, combinatorics, graph theory, partial differential equations, differential geometry, and number theory. *Prerequisite:* Permission of instructor.

Individualized Study

Pursuit of topics of an advanced nature by well-qualified students through individual reading, under the supervision of staff members.

Prerequisite: Permission of the department chairperson.

Staff

Staff

Military Science

Army ROTC: Military Science
Professor Dombrowsky (*Chairperson*)
Assistant Professors Barthle, Campbell,
Earwood, Hartman, and Rourke
Assistant Instructors Holmes, Purnsley, Ramirez,
and Slifko

Overview

The Department of Military Science offers courses which develop a student's ability to organize, motivate, and lead others.

The freshman and sophomore years of military science are referred to as the Basic Course. There is no military obligation connected with enrollment in the courses offered. Completion of the Basic Course or credit for the Basic Course is required for entrance into the Advanced Course.

The junior and senior years of military science are referred to as the Advanced Course. Men and women enrolled in this course agree to a military service obligation. The active duty obligation is normally 3 years but can be as little as 3 months. This obligation should be investigated on an individual basis with a Military Science Department instructor. Students enrolled in the Advanced Course receive \$100.00 per month during the school year.

Advanced Course graduates are commissioned Second Lieutenants in the US Army, the Army Reserve, or the Army National Guard. In addition, Advanced Course graduates may also obtain educational delays from active duty for graduate studies.

The Military Science program offers a 4-year and a 2-year program for commissioning:

a. The 4-year program—

1. A college freshman enters the ROTC program during the fall semester of the freshman year and continues in the program through the senior year.

2. A freshman or sophomore may enter the program either during the second semester, freshman year or the first semester, sophomore year, and through compression of the military science courses, be eligible to enter the Advanced Course at the beginning of the junior year.

b. The 2-year program—

Military Science

1. Successful completion of a six-week Basic Camp during the summer between sophomore and junior years can qualify individuals for placement in the Advanced Course at the beginning of the junior year.

2. Veterans and those who have received military training in high school, in college ROTC, or at a service school may be granted credit for the military science Basic Course and be eligible to enter the Advanced Course.

ROTC scholarships are offered on a competitive basis. Eligible students may apply for one, two or three-year scholarships which pay full tuition and textbook expenses plus \$100.00 per month.

Requirements and Recommendations

MS 101, 102, 201, and 202 are open to all freshmen and sophomores and incur no military obligation. MS 301, 302, 311, and 312 are open to those junior and senior students who have entered the Advanced Course and are seeking a commission in the US Army. These courses should be taken in sequence. Interested juniors and seniors not seeking a commission may enroll in the 300-level courses with the permission of the department chairperson.

101 Introduction to Military Science

Study of the organization of the Army and ROTC, the military as a profession, customs and courtesies of the service, a survey of the U.S. defense establishment, and introduction to leadership through practical exercises.

¼ Course Credit

102 Wilderness Survival

Study of basic skills and techniques which are required to insure survival in a wilderness environment. Emphasis will be placed on practical application experiences. Meets college course requirement in Health and Physical Education in Group III Recreational Skills.

¼ Course Credit

201 Orienteering

Study of the art of finding your way with map and compass across unknown terrain to a preselected destination. Skills involved in reading symbols on a topographic map and use of the compass will be developed. Practical application exercises will be used to enhance skills. Meets the college course requirement in Health and Physical Education in Group II Fitness Activities.

¼ Course Credit

301 Advanced Military Science I

Study of the principles of leadership and their application in both a military and non-military environment. The principles of personnel and equipment management are also studied.

1 Course Credit

302 Advanced Military Science II

Study of military operations involving various elements of the army, to include small unit tactics. The student learns through practical exercises the basic principles of handling tactical units in combat.

1 Course Credit

311 Advanced Military Science III

Seminar-lecture with primary emphasis on military justice, staff organization, personnel and administration, and the Law of Land Warfare.

1 Course Credit

312 Advanced Military Science IV

Seminar-lecture primarily designed to prepare the student for commissioning. Military problem-solving techniques, speaking and writing skills, and current military issues are addressed. The obligations and responsibilities of an Army officer are also stressed.

1 Course Credit

Leadership Laboratory

All ROTC cadets participate in a professional development laboratory each Tuesday afternoon at 4 p.m. This laboratory period is designed to provide an understanding of the fundamental concepts and principles of Military Science and an opportunity to develop leadership and management potential. Students will develop skills in Mountaineering, Survival, and Orienteering. All advanced course and scholarship cadets are required to attend one weekend of training per semester. This training is optional for basic course students.

Music

Professors Getz and Weikel
Associate Professors Belt, Finstad, Nunamaker,
and Zellner (*Chairperson*)
Assistant Professors Matsinko and Speck
Adjunct Instructor Wastler
Adjunct Assistant Professor T. Bowers

Overview

The Music Department endeavors to introduce students to the historical significance of Western Music so that they have an understanding of their musical heritage and some knowledge of current musical trends. Supporting this historical knowledge is acquaintance by students with the basic elements of music (harmony, counterpoint, and form) and discovery of their own abilities through direct contact with, and creative manipulation of, such material. The music curriculum also involves the student in an intensive study of applied music. This encompasses two aspects: individual and group (or ensemble) experience. In the practice room, studio, and recital hall the student has an opportunity to refine the techniques for musical performance. In the ensemble the individual must work within a larger social context to achieve a common musical goal. The program also provides courses for the student who plans to enter the field of music education. These offerings are based on competencies prescribed by the Pennsylvania Department of Education. The Music Department offers programs leading to a Bachelor of Arts degree with a major in music and a Bachelor of Science degree with a major in music education.

Also available is a minor in music and a B.A. major in music within the elementary education certification program.

Requirements and Recommendations

The Department requires an audition of all candidates proposing to major in music or music education. Appointments for such auditions should be made through the College Admissions Office. Requirements for a major in music leading to a Bachelor of Arts degree consist of twelve full courses (Music 141, 142, 241, 242, 341, 342, 312, 313, 314, 205, 206, and 456) plus seven quarter-courses in the student's major applied area. The major must also participate for four years in an authorized ensemble and present a recital in the senior year.

Music majors in the elementary education program must meet the same requirements as the B.A. candidate with the exception of courses 341 and 342.

The successful completion of the program leading to the Bachelor of Science degree in music education (see page 41) satisfies the Certification requirements for teaching music in elementary and secondary schools.

Distribution Requirements

The distribution requirement in arts may be fulfilled by one of the following: Music 101, 103, 104, 105, 106, 107, 108, 109, 110, 312, 313, and 314.

Performing Ensembles

All College students are eligible to audition for College Choir, Chapel Choir, Band, and Orchestra. Band members are eligible to audition for Jazz Ensemble, Brass Ensemble, Percussion Ensemble, and Clarinet Choir. Music majors and choir members are eligible to audition for the Chamber Choir. Auditions for all groups are held at the beginning of the school year or at other times by appointment.

101 Introduction to Music Listening

A consideration of the principal music forms against the background of the other arts. Intensive listening is an essential part of the course. Repeated spring semester.

Messrs. Belt and Matsinko

103 The Symphony

The standard symphonic repertoire presented through listening. Attention will be given to stylistic changes in that music from the classic to the romantic and contemporary periods.

Mr. Belt

104 Opera

Study of standard operatic works. These are listened to and discussed as examples of drama and music.

Mr. Finstad

105 Introduction to Contemporary Music

Study of the major trends in twentieth century music with emphasis on the music of Debussy, Stravinsky, Schoenberg, Bartok, and the Avant Garde composers. This course is designed for students with some musical background.

Messrs. Belt and Speck

106 Art Song

Study of the history, interpretation, and style of the art song. Literature will include German, French, English, and American Art Songs.

Mr. Matsinko

107 Music of the Romantic Era

Study of the philosophical background for nineteenth century music and its stylistic features. Extensive listening will be done in the areas of orchestral, vocal, and chamber music.

Mr. Nunamaker

108 Church Music of J. S. Bach

Study of compositions written by Bach for use in the services of the eighteenth-century German Lutheran Church. Baroque style characteristics will be investigated and relationship to earlier forms and functions will be studied.

Mr. Weikel

109 Baroque Music

Study of Baroque music with some emphasis on stylistic comparisons with Baroque art and architecture. Included will be a brief background of the classical style of the Renaissance as a basis for contrast to the romantic style of the Baroque.

Mr. Belt

110 Survey of Jazz

Study of the roots and styles of jazz and of related black culture. Emphasis on listening awareness.

Mr. Belt

141 Theory I

Fundamentals of basic theory, notation, and nomenclature; introduction to writing skills; basic analytic technique; melodic analysis; correlated sight-singing and aural perception skills.

Mr. Getz

142 Theory II

Continuation of writing skills; analysis and writing of chorales; correlated sight singing and aural perception skills; keyboard harmony.

Messrs. Getz and Weikel

241 Theory III

Study of the common practice period; extensive written and analytic projects; study of musical structure through small forms; correlated sight singing and aural perception skills.

Mr. Weikel

242 Theory IV

Study of late romanticism to the present day by means of analytic and written projects. Correlated sight-singing, aural perception skills, and keyboard harmony are included.

Mr. Speck

341 Theory V

Study of the capabilities and limitations of the standard wind, string, and percussion instruments. Included is score study, transposition and emphasis on applied orchestration projects for laboratory performance and critique.

Mr. Speck

342 Theory VI

Study of the structural organization of music. Included will be the analysis of the larger forms of composition drawn from the standard literature of the eighteenth to twentieth centuries.

Mr. Weikel

205 Choral Conducting

Development of a basic conducting technique. Emphasis is placed upon the choral idiom including vocal problems and tonal development, diction, rehearsal procedures, interpretation, and suitable repertoire for school, church, and community.

Mr. Getz

206 Instrumental Conducting

Continued development of conducting skills and score. This involves interpretation, musical styles, balance, intonation, rehearsal procedures, and suitable repertoire for large and small ensembles.

Mr. Zellner

303 Sixteenth-Century Counterpoint

Introduction to the contrapuntal technique of the sixteenth century through the study of plainsong and early motets. Composition in the small forms is a part of the course. Offered on demand.

Mr. Weikel

304 Eighteenth-Century Counterpoint

Introduction to the contrapuntal style of the eighteenth century and an analysis of the baroque forms with attention to linear motion and fundamental harmonic progression. Composition in the various forms is required.

Mr. Weikel

312 History of Medieval, Renaissance, and Baroque Music

Study of the major forms and styles of music and composers from the pre-Christian era through the eighteenth century. Extensive use of musical examples and recordings is included.

Mr. Nunamaker

313 Music in Classic and Romantic Periods

Study of the principal stylistic tendencies of the periods of music from 1740 to c. 1900. Extensive listening to, and examination of, illustrative materials is an essential part of this course.

Mr. Nunamaker

314 Music in the Twentieth Century

Study of the principal stylistic tendencies of music as well as developments in experimental music from c. 1900 to the present with examination of the works of representative composers.

Mr. Speck

320 Principles and Procedures of Teaching Music in the Elementary School

Study of the methods and materials of teaching music in the elementary grades. Various approaches to guiding pupils in perception of, reaction to, and evaluation of music experience are included.

Mr. Finstad

321 Principles and Procedures of Teaching Music in the Secondary School

Study and evaluation of methods, materials, and techniques relative to music classes and performance groups with a development of a personal philosophy of music education.

Mr. Getz

474 Student Teaching

Teaching in public schools in cooperation with, and under the supervision of, experienced teachers, individual conferences and seminars with the College supervisor and supervising teacher are required. Offered in spring semester only.

Three Course Units
Mr. Getz

Individualized Study

Prerequisite: Approval of department and directing faculty member.

Applied Music

The Department offers instruction in voice, piano, organ, and the standard band and orchestral instruments. The repertoire is adapted to the student's ability. One quarter-course credit is given for one half-hour private lesson per week, per semester. Some piano and voice instruction may be in group classes.

Students majoring in music who are candidates for the Bachelor of Arts degree may take up to eight quarter-courses of private instruction, and those who are candidates for the degree of Bachelor of Science in Music Education may take up to 12 quarter-courses of private instruction at no additional cost beyond the comprehensive fee.

The Department also sponsors various music organizations, including the College Choir, Chapel Choir, Band, and Orchestra. All college students are eligible to audition for any of these, either at the beginning of the school year or at other times by appointment.

111-112 Woodwind Instrument Class

Instruction in the technique of teaching and playing woodwind instruments, using the clarinet as the basic instrument.

Two ¼ Courses
Mr. Zellner

113-114 Brass Instrument Class

Instruction in the technique of teaching and playing brass instruments. The trumpet or cornet is used as the basic brass instrument.

Two ¼ Courses
Mr. Zellner

115-116 Stringed Instrument Class

Instruction and practice in the techniques of stringed instruments and the organization of a string section.

Two ¼ Courses
Mr. Nunamaker

117 Percussion Class

The organization of practical and theoretical materials concerning all of the percussion instruments, their performance techniques, and teaching procedures.

¼ Course
Mr. Zellner

Music

121 Voice

Private instruction in fundamentals of voice culture with emphasis upon breath control, resonance, tone quality, diction, pronunciation, and an appreciation of the best works of the masters. Repeated in the spring semester. Fee for one half-hour lesson per week per semester: \$200.

1/4 Course
Mr. Finstad

122 Voice Class

Study of vocal techniques using lectures, class discussions, and demonstrations. The course will have a practical workshop atmosphere: practicing basic vocal production with emphasis on posture, breath control, diction, and vowel formation. Fee for class lessons per semester: \$200.

1/4 Course
Mr. Finstad

123 Piano

Private instruction in the development of the necessary techniques for facility in reading and interpreting a musical score accurately at the keyboard. Literature includes representative compositions of various styles and periods. Public performance is required of those majoring in this area of concentration. Fee for one half-hour lesson per week per semester: \$200.

1/4 Course
Messrs. Matsinko and Belt

124 Class Piano

Emphasis on sight-reading, ensemble playing, and harmonizing melodies with various types of accompaniment as well as playing some of the standard piano literature. Fee for class lessons per semester: \$200.

1/4 Course
Mr. Matsinko

125 Organ

Private instruction designed to include literature of various periods, sight-reading, hymn-playing, chant and anthem accompaniment. *Prerequisites:* satisfactory performance of all major and minor scales (two octaves) and a Bach Invention. Fee for one half-hour lesson per week per semester: \$200.

1/4 Course
Messrs. Weikel and Belt

127 Band Instrument Instruction

Private instruction emphasizing the fundamentals and repertoire for the performance of woodwind, brass, and percussion instruments. Fee for one half-hour lesson per week per semester: \$200.

1/4 Course
Ms. Bowers and Messrs. Speck, Wastler & Zellner

129 Stringed Instrument Instruction

Private instruction emphasizing both the fundamentals of string playing and repertoire. Fee for one half-hour lesson per week per semester: \$200.

1/4 Course
Mr. Nunamaker

131 College Choir

Performs high quality sacred and secular choral literature. In addition to campus concerts and appearances in nearby cities, the Choir makes an annual concert tour. Oratorios are presented in conjunction with the Chapel Choir. Four rehearsals weekly, first semester. Three rehearsals weekly, second semester.

No Credit
Mr. Getz

132 Chapel Choir

Performs standard musical literature with the purpose of supporting and assisting the College community in the Sunday morning services. The Choir appears in nearby cities and makes a short tour each spring. Three rehearsals weekly.

No Credit
Mr. Weikel

133 Band

Performs a wide variety of literature for the band. After several marching performances the symphonic band presents campus concerts and a spring tour of Pennsylvania and neighboring states. Four rehearsals weekly.

No Credit
Mr. Speck

135 Orchestra

The study and performance of orchestral music of all eras. Membership is open to all students of qualifying ability. Two rehearsals weekly.

No Credit
Mr. Nunamaker

456 Senior Recital

Solo presentation of representative literature of various stylistic periods of the student's major applied area with emphasis on historical performance practice.

Philosophy

Professor Coulter (*Chairperson*)
Assistant Professors Portmess and Shaw
Instructor Walters

Overview

The departmental objectives are to promote inquiry into perennial philosophical questions such as the nature of justice, happiness, knowledge, and freedom, to produce awareness of the answers that have been proposed in response to these questions; to teach the tools for the analysis of the assumptions and values which underlie different intellectual disciplines; and to promote the application of philosophical analysis to issues of public policy and morality. The study of philosophy encourages the student to develop the ability to analyze problems, understand central issues, and develop alternative solutions. It challenges the student to reflect upon problems involving values, to examine problems in an interdisciplinary way, to examine alternative world views and forms of knowledge, and to develop an awareness of intellectual history. Classes encourage discussion and writing. The study of philosophy is an integral part of an education in the liberal arts tradition.

A major in philosophy is excellent preparation for graduate school or for professional schools in almost any field. It is especially good background for law and the ministry. It will also prove valuable in any occupation which demands clear thinking and the ability to understand the points of view of other people. Individually, philosophy courses will prove useful supplements to course work in other areas. The Department is interested in assisting and encouraging students to design Special Majors in which philosophy is an integral part.

Requirements and Recommendations

Philosophy 101, 105, and 211 have no prerequisites. Any 100-level course or 211 is recommended as preparation for a 200- or 300-level course, though the instructor may grant permission on an individual basis to equivalently prepared students.

A philosophy minor consists of any six courses in the Department, only two of which may be 100-level courses. A philosophy major consists of nine courses in philosophy, including 211; at least two out of 203, 204, and 220; three 300-level courses; and 460 (Senior Thesis).

Distribution Requirements

Any of the courses offered by the Department may be used to satisfy the distribution requirement in History/Philosophy/Religion or History/Philosophy.

101 Introduction to Philosophy

A study of selected philosophical texts with the aim of developing the students' ability to read philosophy and to reflect and comment upon philosophical problems.

Staff

105 Contemporary Moral Issues

A study of moral problems facing individuals in our society. Selected readings dealing with moral disputes in business, politics, international affairs, medicine, and social policy will be discussed along with the ethical theories which the various sides use to make their cases.

Staff

203 Classical Greek and Roman Philosophy

A study of the philosophers and philosophies of ancient Greece and Rome. Major emphasis will be on the Pre-Socratics, Plato, Aristotle, and Hellenistic Neoplatonism.

Mr. Coulter

204 Medieval and Early Modern Philosophy

A study of philosophers and philosophies of Medieval and Early Modern Europe as these reflect the impact of religion and science on the traditional problems and assumptions of philosophy. Major thinkers to be studied include Augustine, Thomas Aquinas, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant.

Mr. Coulter

211 Logic and Semantics

An introduction to formal logic and a study of the uses of language, with particular reference to the nature of inference from premises to conclusion; rules for deductive inference; construction of formal proofs in sentential and quantificational logic; the nature of language; informal inferences and fallacies; theory of definition.

Mr. Coulter

220 Nineteenth Century Philosophy

A study of leading European thinkers of the Nineteenth Century, including readings from Hegel, Feuerbach, Marx, Mill, Freud, Kierkegaard, and Nietzsche.

Ms. Portmess

234 Philosophy of Art

A survey of the major paradigms in the history of aesthetic theory (e.g., formalism, imitation theory, etc.), with emphasis on the relation of aesthetics to other aspects of philosophy. Such issues as the nature and function(s) of art and the qualifications of a good critic will be discussed.

Mr. Shaw

235 Philosophical Ideas in Literature

A study of the treatment and evaluation of philosophical issues as presented in literature, through reading pairs of philosophical and literary works (e.g., Plato's *Symposium* and Shakespeare's *Sonnets*) which deal with similar themes. Metaphysical, ethical, and aesthetic topics will be discussed, with emphasis on the similarities and differences between the philosophical and literary approaches to them. *Prerequisite:* one course in philosophy, background in literature, or permission of instructor.

Mr. Shaw

236 Theoretical Approaches to the Cinema

An analytical treatment of five major theoretical approaches to Film. Special emphasis will be placed on tracing the roots of these five approaches to major theories in the history of philosophical Aesthetics. Films will be viewed and interpreted in light of several of the proposed theories. Popular criticism will be examined in order to identify theoretical presuppositions. *Prerequisites:* One introductory course in Philosophy or Theatre Arts 252.

Mr. Shaw

350, 351, etc. Topics in Philosophy

Studies of philosophical topics as treated by Twentieth Century philosophers. Recent topics have been Social Philosophy, Philosophy of Religion, Analytic Philosophy, Ethical Theory, and Environmental Ethics. Topics will differ each semester and will be announced in advance. *Prerequisites:* Major or Minor in Philosophy, or permission of the instructor.

Staff

460 Senior Thesis

An individualized study project involving the research of a topic and the preparation of a major paper. This will normally be done during the fall or spring semester of the senior year. *Prerequisite:* Major or Minor in Philosophy.

Staff

Physics

Professors Daniels, Haskins, Hendrickson, Mara, and Marshall

Associate Professor Cowan (*Chairperson*)

Assistant Professor Karshner

Overview

Within wide limits, a physics major can be tailored to meet the needs and desires of individual students. A major in physics is appropriate for those who enjoy the subject and who have no particular career in mind. It is also suitable preparation for careers ranging from government and law to theoretical physics and molecular biology. Gettysburg physics graduates have selected a wide range of fields for graduate study, including: astronomy; astrophysics; biophysics; business; geophysics; environmental, electrical, nuclear, and ocean engineering; physics; and physiological psychology.

Persons who become physics majors ought to be curious about the ways of nature and have a strong urge to satisfy this curiosity. Their success depends upon their ability to devise and perform meaningful experiments, their intuitive understanding of the way nature behaves, and their skill in casting ideas into mathematical forms. No two majors are endowed with precisely the same division of these talents, but they must develop some proficiency in each.

Courses in the Department emphasize those theories and principles that give a broad, unifying understanding of nature and the analytical reasoning needed for their use. Laboratory training stresses the design of experiments, the techniques of precise measurement, and the interpretation of data.

Requirements and Recommendations

The minimum physics major consists of nine courses including Physics 111, 112, 213, 240, 310, 312, 319, 325, and 330. This minimum major is more than adequate preparation for physics certification for secondary school teaching and industrial or government laboratory work. Anyone for whom graduate study is a possibility should plan to take twelve courses in the Department. Students are not permitted to take more than twelve courses in the Department without the permission of the Department unless the thirteenth course is Physics 462.

All majors must complete mathematics courses through Mathematics 212 or its equivalent. Those planning to go to graduate school should also complete Mathematics 363. Majors are expected to exhibit increasing computer competence as they progress through the courses in the physics curriculum.

The Department strongly recommends that all majors take Physics 462. This course provides a research experience in conjunction with a faculty member in either physics or astronomy.

Freshmen who are considering a major in physics should enroll in Physics 111, 112 and Mathematics 111-112, if possible. While it is desirable for majors to take this freshman program, students may accomplish a full major in physics even if they take Physics 111, 112 in their sophomore year.

A minor in physics consists of Physics 111-112, 213 plus any three courses in Physics beyond the 100-level.

Distribution Requirements

The laboratory science distribution requirement may be satisfied by taking one course from among Physics 103 or 111 and one course from 104 or 112, or by taking Astronomy 101 and 102.

The prerequisites listed below in the course descriptions are meant only as guides. Any course is open to students who have the permission of the instructor.

Special Facilities

In addition to the usual laboratories in nuclear physics, atomic physics, electronics, and optics, the facilities of the department include a planetarium and an observatory. The observatory features a 16" Cassegrain telescope with a computer controlled drive, a UVB photometer, and an astronomical spectrometer.

Computational resources include an Apple II-e equipped introductory laboratory, a variety of other microcomputers, and terminals to access the College Burroughs 5920 microcomputer.

Support facilities in Masters Hall include the Physics library, a machine shop, and an electronics shop.

Special Programs

The Department administers the Cooperative Engineering Program with Pennsylvania State University, Washington University in St. Louis, and Rensselaer Polytechnic Institute. Students selecting this program take Physics 111, 112, 213, 215, and 216 and graduate from Gettysburg with a major in Physics upon successful completion of an engineering degree at Pennsylvania State, Washington University in St. Louis, or RPI. For more details on the Cooperative Engineering Program, see page 52.

Further details about the physics and the cooperative engineering program are described in the Handbook for Students prepared by the Physics Department. Majors and prospective majors are encouraged to request a copy from the Physics Department office.

Astronomy 101 Solar System Astronomy

An overview of the behavior and properties of planets, satellites, and minor members of the solar system. Subjects include: basic phenomena of the visible sky, gravitation and orbital mechanics, the results of telescopic and space research, and theories of the origin and evolution of the solar system. This course is designed to satisfy the laboratory science distribution requirement for non-science majors. Three classes and a laboratory.

Messrs. Karshner and Marschall

Astronomy 102 Stellar Astronomy

An overview of current knowledge about the universe beyond the solar system from a physical and evolutionary standpoint. Subjects include: observational properties of stars, methods of observation and analysis of light, the nature of stellar systems and interstellar material, principles of stellar structure and evolution, overall structure and development of the physical universe. *Prerequisite:* Astronomy 101 or permission of the instructor. Three classes and a laboratory.

Messrs. Karshner and Marschall

103, 104 Elementary Physics

A general coverage of the fields of classical and modern physics with time devoted to areas of special interest in biology, fluids, heat, radiation, and numerous applications. While particularly useful for biology majors, the course will serve any student as an introduction to a wide range of topics in physics. *Prerequisite:* Facility in algebra and geometry. Three class hours and three laboratory hours.

Messrs. Daniels and Cowan

Astronomy 109 Topics in Astronomy

Highlighting a single area of current interest in astronomy. The development and present state of thinking in such fields as the structure and origin of the solar system, stellar and galactic evolution, extraterrestrial life, and cosmology may be investigated. The specific area of concentration will be published in the announcement of courses during the spring preceding the course. May not be counted toward the minimum requirement for a major in physics. *Prerequisite:* Completion of the College science distribution requirement or the consent of the instructor. Not offered in 1986-87.

Mr. Marshall

111 Mechanics

An introduction to classical mechanics: laws of motion and the conservation laws of linear momentum, energy, and angular momentum. The rudiments of calculus and vector analysis are introduced and used throughout the course. Students already having credit for 103 or 104 may register for Physics 111 for credit only with the permission of the Department. *Prerequisite:* Mathematics 111, which may be taken concurrently. Four class hours and three laboratory hours.

Mr. Mara

112 Heat, Electricity, Magnetism, and Relativity

Heat and the first and second laws of thermodynamics, electrostatic fields, currents, magnetic fields, electromagnetic induction, Maxwell's equations, light as a propagating electromagnetic disturbance, and the special theory of relativity. *Prerequisite:* Physics 111. Four class hours and three laboratory hours.

Mr. Mara

213 Waves, Optics and Modern Physics

An introduction to interference, diffraction, and polarization. Principal topic is foundation of atomic and nuclear physics including black body radiation, photoelectric and Compton effect, Rutherford's atom, Bohr-Sommerfeld theory, spectra, spin, magnetic moments, uncertainty principle, radioactivity. *Prerequisite:* Physics 104 or 112. Three class hours and one afternoon laboratory.

Messrs. Haskins and Cowan

215 Engineering Mechanics: Statics

Equilibrium of coplanar and noncoplanar force systems; analysis of structures, friction, centroids, and moments of inertia. Required for engineering students. *Prerequisites:* Physics 112, Mathematics 211.

Mr. Daniels

216 Engineering Mechanics: Dynamics

Motion of a particle, translation and rotation of rigid bodies, work and energy, impulse and momentum. Required for engineering students. *Prerequisite:* Physics 215. Three class hours.

Mr. Daniels

240 Electronics

Principles of electronic devices and circuits using integrated circuits, both analog and digital including amplifiers, oscillators, and logic circuits. *Prerequisite:* Physics 112. Two class hours and six laboratory hours.

Mr. Karshner

241 Fundamentals of Microprocessors

Basic concepts and principles of microprocessor design; Microprocessor programming with a view toward interfacing including interrupts, memory devices, bus structure and I/O devices. *Prerequisite:* Physics 240 or consent of instructor.

Mr. Karshner

310 Atomic and Nuclear Physics II

Introduction to quantum mechanics. Potential wells, barriers, one electron atoms, multielectron atoms are studied. Other topics include nuclear models, decay, and nuclear reactions.

Staff

312 Thermodynamics and Statistical Physics

Temperature, heat, the first and second laws of thermodynamics, introductory statistical physics; Maxwell-Boltzmann, Fermi-Dirac, and Bose-Einstein statistics. Applications to selected topics in solid state physics, low temperature physics, and other fields are included. *Prerequisite:* Physics 213. Three class hours.

Mr. Hendrickson

319 Classical Mechanics

Newtonian and Lagrangian mechanics for upperclass physics majors. Topics include equations of motion, non-inertial reference systems, conservation laws, clamped and coupled oscillators, central force motion, and rigid body motion. *Prerequisites:* Physics 211 and Mathematics 211.

Messrs. Cowan and Marshall

325 Advanced Physics Laboratory

A laboratory course with experiments drawn from various areas of physics such as optics, electromagnetism, atomic physics, and nuclear physics with particular emphasis on contemporary methods. Error analysis and experimental techniques are stressed.

Messrs. Cowan and Haskins

330 Electricity and Magnetism

Static electric and magnetic fields, electromagnetic induction. Maxwell's equations in space, fields in matter, time dependent fields. *Prerequisites:* Physics 112 and Mathematics 363. Three class hours.

Mr. Marshall

341 Quantum Mechanics

An introduction to the Schrödinger and Heisenberg formulations of quantum mechanics. Topics covered include free particles, the harmonic oscillator, angular momentum, the hydrogen atom, matrix mechanics, the spin wave functions, the helium atom and perturbation theory. *Prerequisite:* Physics 310 and 319, Mathematics 363. Three class hours.

Mr. Mara

342 Relativity: Nuclear and Particle Physics

Special relativity: includes four vectors, tensor analysis, electromagnetic field. Nuclear and particle physics at a level requiring quantum mechanics are covered including time dependent perturbation theory, scattering, Breit-Wigner resonance, isospin, and quark model. *Prerequisite:* Physics 341. Three class hours.

Mr. Haskins

452 Tutorials: Special Topics

Designed to cover physics or physics related topics not otherwise available in the curriculum. Open to upperclass physics majors who arrange with a staff member for supervision. Possible areas of study include advanced electronics, medical physics, astrophysics, acoustics, optics. *Prerequisite:* Approval by Department.

Staff

462 Independent Study in Physics and Astronomy

Experimental or theoretical investigation of a research level problem selected by a student in consultation with a staff member. Students should arrange with a staff member for supervision by the end of the junior year. Open only to second semester senior physics majors. Results of the investigation are reported in a departmental colloquium. *Prerequisite:* Approval by Department.

Staff

474 Internship

Research participation during the summer at a recognized research laboratory such as Argonne National Labs, Department of Energy laboratories, or Oak Ridge. Individual students are responsible for obtaining acceptance to these programs. In most cases students will be required to describe their participation in a departmental colloquium. *Prerequisite:* Completion of sophomore year and Department approval.

Mr. Cowan

Political Science

Professor Boenau

Associate Professors Borock (*Chairperson*),

Mott, and D. Tannenbaum

Assistant Professors Martin and Sylvester

Overview

The Department aims at providing an understanding of the study of politics, emphasizing the methods and approaches of political science and the workings of political systems in various domestic, foreign, and international settings.

The program provides balance between the needs of specialists who intend to pursue graduate or professional training and those who do not. Courses offered in the Department help prepare the student for careers in politics, federal, state, and local government, public and private interest groups, business, journalism, law, and teaching.

Requirements and Recommendations

The requirements for a major in political science are as follows. Majors in the Department are required to take a minimum of 10 courses in political science. Political Science 101, 102, 103, and 104 are required of all majors, and serve as prerequisites for corresponding upper-level courses. These courses are intended to introduce the student to the major fields of political science. Political Science 101, 102, 103, and 104 may be taken in any order, but should be completed before the end of the sophomore year. Upper-level courses may be taken as early as the sophomore year provided the student has met the particular prerequisites for those courses. Majors are required to take at least one 200- or 300-level course in three of the following groups: American Government, Comparative Politics, International Relations, Political Theory. Courses graded S/U are not accepted toward a major.

Requirements for a minor in political science are as follows: successful completion of any two 100-level courses and any four upper-level courses which normally count toward the major, provided that they do not all fall into the same sub-field.

Departmental honors in political science will be awarded to graduating majors who have achieved an average of 3.5 in political science courses and who have successfully completed and defended an Honors Thesis.

In the junior and senior years, majors are urged to participate in seminars, individualized study, and internships. Majors also are encouraged to enroll in related courses in other social sciences and in the humanities.

Distribution Requirements

Any of the following courses may be counted towards the College distribution requirements in social sciences: 101, 102, 103, and 104. The following courses may be counted towards the College distribution requirement in Non-Western culture: 263 and 265.

Special Programs

Qualified students may participate in off-campus programs, such as the Washington Semester, The United Nations Semester, and study abroad.

Introductory Courses

101 American Government

Examination of the institutional structure and policy-making process of national government as reflections of assumptions of liberal democracy and the American social and economic systems. In addition to the legislative, executive, and judicial branches of government, political parties, interest groups, and elections are considered.

Mr. Mott and Ms. Martin

102 Introduction to Political Thought

Analysis of political philosophies dealing with fundamental problems of political association. The course will examine concepts of power, authority, freedom, equality, social justice, and order as expressed in works of philosophers from Plato to Marx.

Mr. Tannenbaum

103 Global Politics

Examination of the behavior of nation-states in the international system from a micropolitical perspective that encompasses such topics as nationalism, power, and war as well as from a macropolitical perspective that stresses broad trends such as political and economic interdependence and the effects of modernization.

Ms. Sylvester and Mr. Borock

104 Introduction to Comparative Politics

Introduction to the structure and processes of political institutions in major types of political systems, including parliamentary systems, the soviet system, and systems in developing countries.

Mr. Boenau

Comparative Politics

260 Comparative Parliamentary Systems

Analysis and comparison of parliamentary systems in Europe, Asia, and Commonwealth countries, focusing on interest groups, political parties, political elites, public participation, governmental structures and processes, and case studies of political systems in operation.

Prerequisite: PS 104 or permission of instructor.

Mr. Boenau

261 Comparative Communist Systems

Analysis and comparison of the political systems of the USSR, Eastern Europe, and China, focusing on the role of the communist party, the problem of succession, and case studies of political systems in operation. *Prerequisite:* PS 104 or permission of instructor.

Mr. Boenau

263 The Politics of Developing Areas

Introduction to the study of political development and underdevelopment, including approaches to Third World politics; the nature of traditional politics; disruptions caused by colonialism and imperialism; the reformation of domestic politics; contemporary political processes and problems. *Prerequisite:* PS 104 or permission of the instructor.

Ms. Sylvester

224 The American Presidency

Study of the Presidency in the American political system, including presidential selection, presidential leadership and decision-making, the president's advisors, and the role of the Presidency in the policy-making process.

Prerequisite: PS 101 or permission of the instructor.

Ms. Martin

225 American Constitutional Law

Study of the judicial process in the United States, with particular focus on the Supreme Court and its historical role in nation-building, establishing principles of federalism and the separation of powers, and determining the scope of personal and property rights. *Prerequisite:* PS 101 or permission of instructor.

Mr. Mott

231 American Parties and Politics

Examination of political parties, their role in democracy, and the nature of the party system in relation to other social and political processes. Aspects of voting behavior and campaign techniques are considered.

Prerequisite: PS 101 or permission of instructor.

Mr. Mott

322 Civil Rights and Liberties

Study of selected problems involving interpretations of the Bill of Rights. Attention will be given to both the evolution and current standing of issues treated by the Supreme Court.

Prerequisite: PS 101, PS 225, or permission of instructor.

Mr. Mott

265 African Politics

An examination of the dynamics of political change and continuity in independent Africa. Topics include colonialism, national liberation struggles, imperialism, dependency, institutional direction (e.g., parties, the military, the bureaucracy) and the politics of economic development. *Prerequisite:* PS 104 or permission of instructor.

Ms. Sylvester

American Government

220 Urban Politics

Study of the changing patterns in American urban life. Particular attention will be given to the governing of urban America in the past, present, and future, and the structure of power that has affected urban policy decisions.

Prerequisite: PS 101 or permission of the instructor.

Ms. Martin

222 Public Administration

Study of the politics, structure, and procedures of governmental administration. Particular attention is given to the administrative process, policy-making, and the public responsibility of administrators. *Prerequisite:* PS 101 or permission of the instructor.

Mr. Tannenbaum

223 U.S. Congress

Study of the United States Congress focusing on theories of representation, nomination and electoral processes, internal organization of Congress, influences on Congressional policy-making, and Congressional interaction with other participants in the policy process.

Prerequisite: PS 101 or permission of instructor.

Ms. Martin

International Relations

242 United States Foreign Policy

Examination of the formulation of policy within the national government structure, including the varying perspectives on goals and objectives; the implementation of policy; and the impact of policy domestically and internationally. Topics include decision-making; the arms race; foreign economic policy; military intervention; alliance systems; foreign aid; and the East-West/North-South confrontations. *Prerequisite:* PS 103 or permission of instructor.

Mr. Borock

245 World Order

Examination of the roles of state and non-state actors in the international system. Attention will be given to the U.N. and its agencies, food, energy and resource regimes, and regional security systems. *Prerequisite:* PS 103 or permission of instructor.

Mr. Borock

341 International Political Economy

Probes the impact of economic factors on the international political system and various sub-systems. Capitalist, Marxist, and socialist economic theories are discussed as well as specific relations of trade, production, monetary exchange, and economic organization within the West, between East and West, and between North and South. *Prerequisite:* PS 103 or permission of instructor.

Ms. Sylvester

344 U.S. National Security Policy

Examination of the process by which military and political decisions join to form a unified policy. Attention will be given to decision-making, the identification of national security issues, defense spending, strategic policies, the impact of technological change, and civilian-military relationships. *Prerequisite:* PS 103 or permission of instructor.

Mr. Borock

Political Theory

280 Modern Political Ideologies

Study of the philosophical content and the role of political ideologies in the modern world, with emphasis on liberalism, socialism, communism, and fascism. The concept of ideology, historical development and the intersection and overlap of ideologies, and the influence of ideologies on political behavior will also be considered.

Prerequisite: PS 102 or permission of instructor.

Mr. Tannenbaum

281 Elites and Masses

Examination of selected political theories which deal with the relationship of elites and masses in modern society. Among the writers to be considered are Burke, De Tocqueville, Mosca, Pareto, Michaels, Ortega y Gasset, and Lenin. *Prerequisite:* PS 102 or permission of instructor.

Mr. Boenau

380 Marxism

Examination of Marxism through close textual analysis of books, polemical tracts, and other writings of Marx and Engels, and selected readings from the critical literature on Marxism. *Prerequisite:* PS 102 or permission of instructor.

Mr. Tannenbaum

381 American Political Thought

The development of political thought in America from the colonial period to the present. In addition to examining individual writers and movements, the course will consider the relationship of the ideas examined to the broader tradition of western political philosophy. *Prerequisite:* PS 102 or permission of instructor.

Mr. Tannenbaum

Advanced Courses

400 Seminars

Advanced study of domestic, foreign, or world politics. A common core of reading and written reports by each student is provided. Topics differ each semester and will be announced in advance. Enrollment by permission of instructor.

Staff

Individualized Study

Intensive research on an approved topic presented in oral or written reports, under the supervision of a member of the department faculty.

Staff

Internship

A minimum six weeks of on-site participation in administration with a public or private organization under the supervision of a member of the department faculty. Available during the fall or spring semesters or during the summer.

Staff

Honors

Opportunity for highly qualified students to participate in a program of original research under the supervision of a member of the department faculty. Each student will complete a thesis and present her or his research before the department staff.

Staff

Psychology

Professors D'Agostino, Mudd, and Pittman
Associate Professors Frank and Gobbel
(*Chairperson*)

Assistant Professors Riggs and Sawyer
Instructor Weinhold
Adjunct Assistant Professor August

Overview

The Department emphasizes human, experimental psychology in all of its course offerings. The objective of the Department is to promote knowledge of behavior, with emphasis on the formation of a scientific attitude toward behavior and appreciation of the complexity of human personality. This objective is approached by providing a representative array of courses in psychology, including seminars, special topics, independent reading, and independent research, and by providing selected opportunities for field work. Direct experience with the major methods, instruments, and theoretical tools of the discipline is emphasized throughout.

Requirements and Recommendations

Psychology 101 is a prerequisite for all other courses in the Department. Requirements for a major include Psychology 101, 205, 305, 341, one of the following laboratory courses 316, 317, 318, 325, or 336, and, four additional courses in psychology. Most laboratory courses have a 200-level course as a prerequisite. Majors must earn a grade of C or better in both Psychology 205 and 305.

It is possible for those who have scored 60 or above on the CLEP (College-Level Examination Program) General Psychology examination to waive the introductory course (Psychology 101) and to qualify for advanced placement in the department. Write College Entrance Examination Board, Box 1822, Princeton, NJ 08540 for information about taking the CLEP exam.

It is recommended that students looking forward to admission to graduate school take *two* advanced laboratory courses, one from each of the following two groups: (a) 318, 325, and (b) 316, 317, 336, and an Individualized Study. Experience in the use of the computer and/or training in computer science is recommended for all majors and is highly recommended for those planning to go on to graduate work. Students should consult with their advisers for specific information on the prerequisites for work at the graduate level in the specialized areas of psychology.

Departmental Honors in psychology are awarded to graduating majors who, in the combined judgment of the staff, have demonstrated academic excellence in course work *and* who have completed an Individualized Study. The Honors Thesis, open by invitation of the Department Staff only, is not required for Departmental Honors.

Distribution Requirements

Psychology 101 may be used to fulfill the distribution requirement in social sciences.

101 General Psychology

An introduction to the basic scientific logic, facts, theories, and principles of psychology, including the study of human motivation, learning, emotion, perception, thought, intelligence, and personality. Some attention is given to the applications of psychology. Repeated spring semester. May be used toward fulfilling the distribution requirement in the social sciences.

Staff

204 Human Information Processing

Starting from theoretical concepts and methods surveyed in Psychology 101, the topics of sensation, perception, and cognitive processes are developed more completely.

Mr. D'Agostino and Ms. Sawyer

205 Introduction to Measurement and Statistics

Descriptive and inferential statistics, including nonparametric methods. Measurement theory, including reliability and validity, is studied in the laboratory as an application of statistics. Credit may not be granted for this course and Mathematics 107 or Economics 241. Offered each semester. *Prerequisite:* High school algebra. Required of all majors. Three class hours and three laboratory hours.

Ms. Sawyer and Mr. Mudd

210 Behavioral Economics and Social Engineering

Introduction to behavioral economics and the implications of that field for social planning in a high mass consumption society. The potential contribution of behavioral systems analysis and social science research to more effective social and economical planning is considered. Two three-hour seminars (arranged) and one group field survey are required in the course of the semester. Alternate years.

Mr. Mudd

212 Industrial and Organizational Psychology

An introduction to industrial and organizational psychology including theory and practice in the following areas: personnel, organizational behavior and development, training, and the place of work in the psychological makeup of humans and human society. Equal attention is given to theory and applications. Several group projects are required in addition to the normal examination pattern. Three class hours. Offered in alternative years with Psychology 210.

Mr. Mudd

214 Social Psychology

Review of current psychological theory and research in social psychology. Topics include attitude and behavior change, conformity, attraction, interpersonal perception, and psychological aspects of social interaction.

Ms. Riggs and Mr. Pittman

221 Basic Dynamics of Personality

Uses textbooks and collateral readings in an introduction to theories and strategies in personology. Lecture and discussion focus on learning, affective, and cognitive processes as they blend in personality. The usefulness of verifiable evidence is emphasized.

Mr. Frank

225 Developmental Psychology: Infancy and Childhood

The psychological development of the individual from conception to adolescence. Theory, methodology, and research are presented in the areas of perception, learning, cognition, language, social and moral development.

Ms. August, Ms. Gobbel and Mr. Pittman

226 Developmental Psychology: Adolescence

Study of psychological development of the adolescent. Topics include research methods, physiological changes, cognitive development, vocational, social sex-role, and value development: Psychology 225 is recommended as a prerequisite but not required.

Ms. Gobbel

236 Introduction to Brain and Behavior

Introduction to the anatomical and physiological bases of human behavior. Topics will include perception, language, memory, motivation, and psychopathology. Emphasis will be upon developing an ability to conceptualize psychological phenomena in biological terms.

Ms. Weinhold

305 Experimental Methods

An introduction to scientific method and experimental design. Emphasis is placed on the logical development of new ideas, kinds and sources of error in experimentation, methods of control, and design and analysis of experiments, and scientific communication. *Prerequisites:* Psychology 101 and Psychology 205. Three class hours and three laboratory hours.

Ms. Riggs and Messrs. D'Agostino and Pittman

316 Perception

Introduction to sensory and perceptual processes in vision. Lectures deal with sensory coding, feature detection, figural synthesis, and semantic integration. Laboratory work includes several minor studies and one major two-person group research study on a special topic of the students' own choice on some aspect of human facial perception. *Prerequisite:* Psychology 305. Three class hours and the equivalent of three laboratory hours.

Mr. Mudd

317 Memory and Cognition

An introduction to human memory and cognitive processes. Associative, organizational, and information-processing theories of memory will be reviewed. Attention will also focus on factors known to influence the storage and retrieval of information. *Prerequisites:* Psychology 305, 204 (or permission of the instructor). Three class hours and three laboratory hours.

Mr. D'Agostino

318 Experimental Social Psychology

Study of specific content areas in social psychology. Current theories and empirical data will be used to illustrate experimental designs and relevant methodological considerations. Laboratory work includes the design, execution, and analysis of two original experiments. *Prerequisites:* Psychology 214 and Psychology 305, or permission of the instructor. Three class hours and the equivalent of three laboratory hours.

Ms. Riggs and Mr. Pittman

322 Clinical and Counseling Psychology:

Uses and Abuses

Presents an introduction to the history, problems, methods, values, and ethics relating to clinical and counseling psychology. The course is not a practicum. *Prerequisite:* Psychology 221 or 326. Offered spring semester, alternate years. Offered 1986-87.

Mr. Frank

325 Life-Span Development—An Experimental Approach

An intensive study of one or more areas of research in cognitive, social, or language development. Emphasis is placed on unique characteristics of research with children and/or adults across the life span. Laboratory work includes the design, execution, and analysis of a research project. *Prerequisites:* Psychology 225 and Psychology 305. Three class hours and three laboratory hours.

Ms. Gobbel

326 Abnormal Psychology

The study of abnormalities of personality and behavior as approached from the Biomedical Model, the Behavioral Model, the Cognitive Model, Psychodynamic Approaches, and Humanistic/Existential Approaches. The meanings of "abnormality" are explored, illustrative case materials are presented in relation to classes of disorders, and the process of diagnosis is introduced. Opportunities to make field trips to centers of treatment or community care are provided.

Ms. August

336 Physiological Psychology

Advanced discussion of the topics included in Psychology 236 as well as an in-depth treatment of brain development and neural modeling. *Prerequisites:* Psychology 236 and 305 or permission of the instructor. Three class hours and three laboratory hours.

Ms. Weinhold

341 History and Theories of Psychology

A review of the evolution of psychology to the present. Emphasis in the pre-experimental era is on the development of naturalistic and objective approaches to the analysis of psychological processes while the post-Wundtian focus is on the contributions of associationism, structuralism, functionalism, behaviorism, psychoanalysis, and the Gestalt movement to contemporary psychology.

Mr. Mudd

400 Seminar

An opportunity to work on a selected topic in a small group under the guidance of a member of the staff. Not offered every semester. The topic for a given semester is announced well in advance. Enrollment by permission of the instructor. May be repeated.

Staff

421 Personality Theory: Seminar

Examines critically and in detail selected theories of personality. Primary and secondary sources are used for each theory studied. Verifiable evidence is examined as it may augment or challenge theory. *Prerequisites:* Psychology 221 and Junior or Senior status. Meets three hours once a week. Alternate years.

Mr. Frank

Individualized Reading

Opportunity to do intensive and critical reading and to write a term paper on a topic of special interest. Student will be expected to become thoroughly familiar with reference books, microfilms, and scientific journals available for library research in the field of psychology. *Prerequisite:* Permission of the instructor. May be repeated.

Staff

Individualized Empirical Research

Design and execution of an empirical study involving the collection and analysis of data in relation to some psychological problem under the supervision of a staff member. Students are required to present an acceptable research proposal no later than four weeks following the beginning of the semester or to withdraw from the course. Research culminates in a paper. *Prerequisite:* Permission of the instructor. May be repeated.

Staff

Honors Thesis

Designed to meet the needs of the clearly superior student. During the senior year each participant will engage in an original program of research under the direction of a thesis committee. In addition to completing a formal thesis, each student will present and discuss his or her research before the entire staff. Successful completion of the program entitles the student to receive credit for two courses which can be applied towards a Psychology major. *Prerequisite:* By invitation of the Department only.

Staff

Religion

Professors Freed, Hammann, Loose, and Moore
(*Chairperson*)

Associate Professor Trone

Assistant Professor Campbell

Overview

Essential to an understanding of the past and the present is a study of the varied religious experiences, beliefs, and institutions of humankind. The Department offers the student a variety of courses in which the complex phenomenon of religion can be investigated. A student may elect courses in biblical studies, history of religions, and religious thought.

Requirements and Recommendations

A major consists of 8 courses in the Department. One of the 8 must be Religion 460. No more than 3 courses of the 8 may be 100-level courses. Since some upper-level courses are not offered every year, students should consult with individual instructors when planning their programs. Those planning to attend seminary or a graduate school in religion should consider either a major or a minor in the Department.

A minor consists of 6 courses in the Department. No more than 4 of the 6 courses may be 100-level courses. The student must contact the Religion Department Chairperson to declare a minor and to be assigned an adviser.

Distribution Requirements

Any one of the following courses will fulfill the one-course distribution requirement in religion: 101, 111, 117, 121, 122, 123, 127, 132, 135, 137, 138, and 139. The following courses meet the distribution requirement in Non-Western culture: 202 and 242.

Biblical Studies

101 History, Literature, and Religion of the Old Testament

A study of the history, literature, and religion of the Hebrews from the age of Abraham to about 400 B.C. The history and culture of Israel are related to those of surrounding nations, with special emphasis on the relevancy of archeological data.

Mr. Moore

111 History, Literature, and Religion of the New Testament

A study of the writings of the New Testament as they originated in their Greco-Roman milieu. Emphasis is on the distinctive purposes and main content of each writing. The use of source, form, and redaction criticism as tools for the academic study of the New Testament is demonstrated.

Staff

117 Topics in Biblical Studies

An intensive study of a religious topic, problem, writer, or theme in the field of Biblical Studies. Offered at the discretion of the Department.

Staff

201 The Prophets of the Old Testament

A historical and sociological study of the life and times of Israel's prophets as drawn from the Old Testament and extra-Biblical sources, with special emphasis given to both the importance of prophetic interpretations for their own day and to their lasting effect upon Judeo-Christian thought.

Mr. Moore

202 Wisdom Literature

A comparative study of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Solomon with the wisdom literature of the Sumerians, Egyptians, Babylonians, and other contemporaries and predecessors of the Israelites. Fulfills the distribution requirement in Non-Western culture.

Mr. Moore

203 Archaeology of the Ancient Near East

An introduction to the history, methodology, and findings of Palestinian archaeology with attention to the related fields of Egyptian and Mesopotamian archaeology. Lectures on field technique, slide presentations, museum visits, and consideration of the historical and religious significance of artifacts will be central to the course.

Mr. Moore

210 The Apostle Paul: the Man, the Thinker, and the Traveler

A study of some of Paul's letters and the book of Acts in an attempt to understand the complex personality of Paul and his thoughts. Topics included are faith and law, the righteousness of God and man, and justification and salvation. Paul's travels are illustrated by slides from the instructor's personal collection. *Prerequisite:* Religion 111.

Staff

311 Jesus in the First Three Gospels

An examination in depth of selected passages in the first three gospels using the techniques of source, form, redaction, and literary criticism. Special attention is given to the parables of Jesus. *Prerequisite:* Religion 111.

Staff

312 The Gospel of John

Chief emphasis given to the thought and content of the gospel itself. An effort is made to determine the background, purposes for writing, and destination of the gospel. The question of its relationship to the Synoptic Gospels and to the First Epistle of John is included. *Prerequisite:* Religion 111.

Staff

313 Judaism From 200 B.C. to 500 A.D.

The history, institutions, and religious ideas of the Jews from about 200 B.C. to 500 A.D. Jewish writings of the period, including some from Qumran and the Talmud, are studied as the primary sources of information. *Prerequisite:* Religion 101.

Staff

History of Religions**121 Church History: To the Eighth Century**

A historical study of all groups who claimed to be Christian from Pentecost to the eighth century. Theologies, liturgies, councils, heresies, and the outstanding participants are examined with the aid of primary documents.

Mr. Trone

122 History of the Medieval Church

A historical study that continues Religion 121 up to the fifteenth century. The Latin, Orthodox, and the heretical traditions and institutions will be included. Religion 121 is not a prerequisite for this course.

Mr. Trone

123 Church History: Fifteenth to Twentieth Century

A historical overview of the development of Christian beliefs and practices from the fifteenth century to the present. This course will examine the variety of ways in which individual believers, congregations, and ecclesiastical authorities have articulated what it means to be a Christian during different historical periods and in different social contexts from pre-Reformation Germany to modern-day Latin America.

Ms. Campbell

127 Topics in History of Religions

An intensive study of a religious topic, problem, writer, or theme in the field of History of Religions. Offered at the discretion of the Department.

Staff

139 Catholics, Protestants, and Jews

A study of mainline religious groups in the U.S. The course will consider the particular history and distinctive character of the Roman Catholic Church, Conservative Judaism, and other groups such as the Methodists, Presbyterians, and Mennonites. Insofar as possible, the religious bodies studied will be represented by participants in the life and governance of the group.

Ms. Campbell and Mr. Hammann

IDS 206 Byzantine Civilization

For course description see Interdepartmental Studies.

Mr. Trone

223 Religion in U.S.A.

An investigation of the religious history of the American people from the seventeenth century to the present. This course will focus upon the varieties of American religious experience. It will explore the Protestant, Roman Catholic, and Jewish traditions along with indigenous movements such as Mormonism and Christian Science.

Ms. Campbell

227 Monks, Nuns and Friars

A study of the rules and practices of religious orders for men and women for Latin and Orthodox to the fifteenth century. The course will also include the art and architecture produced by these orders and some of the famous ascetic personalities.

Mr. Trone

242 The Religions of East Asia and West Asia

Primarily an examination of the varieties of historical and contemporary Buddhism and Islam. The class will also study some other religious traditions from east or west Asia that can be contrasted with Buddhism and Islam. Insofar as possible, original sources in translation will be used. Fulfills the distribution requirement in Non-Western culture. Spring semester every year.

Mr. Hammann

Religion

Religious Thought

132 The Religious Meaning of Being Human in the Contemporary World

Study of the religious experience and patterns developed by the world's major religions from the perspective of man's nature and needs as these are reflected in current controversies, problems, decisions, and values. An analysis will be made of various ways of studying religion with an emphasis upon the phenomenological method and its relevance to the interpretation and understanding of religious phenomena.

Mr. Loose

135 Religion in Fiction

An examination of the fictional representation of religious stories. The works of Renan, Kazantzakis, Graves, Lagerkvist, and others will be read.

Mr. Hammann

137 Topics in Religious Thought

An intensive study of a religious topic, problem, writer, or theme in the field of Religious Thought. Offered at the discretion of the Department.

Staff

138 Christian Humanism

A review of Christian ideas about human dignity, potential, and responsibilities by examining Christian classics from the Bible to the present in order to define the uniqueness of Christian humanism.

Mr. Trone

IDS 211 Perspectives on Death and Dying

For Course Description see Interdepartmental Studies.

Mr. Moore

232 The Religious Meaning of Being Responsible in Contemporary Society

Religious interpretations of moral values and ethical theories studied from the perspective of determining responsible action for resolving moral problems reflected in current controversies, issues, and decisions. In addition, students will be asked to examine the question as to whether or not human existence has an intrinsic, essential goal with a correlative prescriptive moral structure, so that deviation from this goal leads to self-destructiveness whereas compliance with the goal leads to creative self-fulfillment.

Mr. Loose

236 Religions from the Center to the Fringe

A historical and critical study of recent unconventional religious movements primarily in the West. Movements such as Baha'i, Christian Science, Latter-day Saints, Nichiren Shoshu, ISKCON, Scientology, and others will be considered. The study will aim at understanding religious characteristics as well as social effects of these movements.

Mr. Hammann

IDS 312 Theology and Literature

For Course Description see Interdepartmental Studies.

Mr. Loose

332 History of Christian Thought: Fifteenth to Nineteenth Century

An examination of major works by representative theologians from the eve of the Reformation through the Enlightenment including Julian of Norwich, Luther, Calvin, Teresa of Avila, Jonathan Edwards, John Wesley, and others.

Ms. Campbell

333 Contemporary Religious Thought

Critical study of the primary theological literature of nineteenth and twentieth century Europe and America. Contrasts and continuity of themes, constitutive ideas, and movements in representative works by Schleiermacher, Kierkegaard, Bultmann, Tillich, Buber, Bonhoeffer, Altizer, Daly, and others are examined for the purpose of determining the basic presuppositions underlying the various texts.

Mr. Loose

460 Individualized Study for Majors

Staff

461-469 Individualized Study

Staff

Sociology and Anthropology

Professor W. Hook
Associate Professors Emmons, Hinrichs
(*Chairperson*), and Loveland
Assistant Professors Denison, Gill, and Johnson

Overview

Studies in the Department are directed toward understanding social organization and action and the role of culture in shaping human behavior. Reflecting the diversity of perspectives in sociology and anthropology, the courses present various, sometimes conflicting approaches. Some perspectives start with individuals in interaction with each other and focus upon how they develop meaningful social relationships, groups, and institutions. Other approaches focus upon the molding of individuals by various institutions, groups, and cultures or upon the functional or conflict relationships among various classes and subcultures. By emphasizing the scientific and comparative study of social institutions and cultures, the Department seeks to have students develop an understanding of social realities and to increase their competence in dealing critically and constructively with social problems and programs for social change.

The Department's goals are to contribute to the liberal arts education at Gettysburg College, to provide a solid academic foundation in sociology and anthropology for students interested in graduate study, to assist students in meeting their academic and career needs, and to acquaint all students who take our courses with the sociological perspective. The courses reflect the diversity of perspectives in sociology as a discipline and cover the core subject matter of the field.

Majors are prepared for graduate education in sociology, urban planning, law, communication, law enforcement, social work, criminology, anthropology, health care, theology, and library science, as well as for careers in teaching, business, and fields related to the graduate programs cited. The Department has a chapter of Alpha Kappa Delta, the Sociological Honor Society. The Department emphasizes a commitment to experiential education; field trips, travel seminars, and internships are available to interested students. A Student-Faculty Liaison Committee operates within the Department to provide a means to respond to the particular needs and interests expressed by the students.

Requirements and Recommendations

Sociology 101 is a prerequisite for all other sociology courses; and Anthropology 103 is considered a prerequisite for all other anthropology courses except culture area courses (Anthropology 211, 223). Exemption from Sociology 101 is possible through satisfactory performance in a written examination.

Students majoring in the Department will take a minimum of nine courses. Students must take Sociology 101, 302, 303, 304, 400, and one course in Anthropology. Additionally, students must select a minimum of three courses from the remaining departmental offerings. None of these courses may be taken S/U. Sociology 450 and 470 may not be included as one of the three electives for the major. Sociology 202, 206, 208, 209, 210, 212 and 217 are recommended as being central to the discipline. Those majors who are interested in pursuing an Anthropology concentration may substitute, after consultation with the adviser and department chairperson, certain courses taken at Franklin and Marshall College (F&M) in Anthropology for Sociology 304 and/or 400.

Students in the class of 1989 and thereafter majoring in the department will take a minimum of ten courses. Students must take Sociology 101, 302, 303, 304, 305 (Contemporary Sociological Theory), 400 and Anthropology 103 (may substitute an upper-level Anthropology course which is not a culture area course with permission). Additionally, students will take two electives from the following social process and inequality courses: 202, 208, 209, 210, 212, 217; and one elective from Sociology 205, 206, 207, 219, 460 or Anthropology 211, 215, 216, 220.

For students in the class of 1989 and thereafter who are devotees of Anthropology the department offers an Anthropology track. Students in the track will take a minimum of 10 courses. Students must take Sociology 101, 302, 303, 304 and Anthropology 103. Also, students will take one culture area course selected from Anthropology 211, 220, Sociology 219 or F&M substitute; one topics course selected from Anthropology 215, 216 or an F&M substitute; one elective from Sociology 202, 205, 206, 208, 209, 212, 217 or 210; one additional elective in Anthropology; and Anthropology 450 or 460 or an F&M substitute.

In order to insure adequate preparation for Sociology 303, majors in the class of 1989 and thereafter must have a background in math through Algebra II or its equivalent in high school or through Math 101 or its equivalent in college before enrolling in Sociology 303.

In response to varying needs, interests, and expertise of individual students and staff members, the Department provides means for students to pursue independent research and studies through Sociology 450 and 460, field work application or direct experience, and other opportunities to expand specialized interests. Sociology 460 is a requirement for departmental honors, and students who want to be considered for honors should enroll in this course in addition to the six required courses listed above.

Supporting courses for the major are normally chosen from the social sciences and the humanities. Computer Science 105 is recommended as preparation for graduate study in sociology.

Students who are not majors in the Department may minor in either Sociology or Anthropology. Six courses are required for the minor in Sociology. Students must take Sociology 101, 302, and 304. The remaining three courses may be elected from departmental offerings, with the exception of Sociology 450, 470, and Anthropology courses.

Six courses are required for the minor in Anthropology. Students must take Anthropology 103. Three additional courses must be elected from the other Anthropology offerings (one of these may be Sociology 450, Individualized Study in Anthropology). One non-anthropology course must be selected from the list of courses that fulfill the non-western studies distribution requirement. One sociology course must be selected from the following: 101, 202, 206, 208, 209, 302.

Distribution Requirements

All courses except Sociology 302 and 303 may be used to fulfill the distribution requirement in social science. All courses in Anthropology and Sociology 219 may be used to meet the Non-Western culture distribution requirement.

101 Introductory Sociology

Study of the basic structures and dynamics of human societies and the development of principles and basic concepts used in sociological analysis and research. Topics will include culture, socialization, social institutions, stratification, and social change.

Staff

202 Wealth, Power, and Prestige

Examination of social ranking and rating systems. Topics include social classes, social mobility, economic and political power, and informal prestige and fame.

Mr. Emmons

205 Sociology of Religion

Examination of the relation of religion and society. Topics include: definitions and theories of religion, sociological analysis of historical and contemporary religious groups, religious organization and behavior, religion and morality, religion and social change, sectarianism, and secularization.

Mr. Hook

206 Sociology of the Family

Analysis of the structure and continuing processes of marital relationships in American society with relevant comparisons from other cultures. Topics include choice of marriage partner, ethnic and status differences, sex roles, alternative lifestyles, and aging. No prerequisites.

Mr. Hook

207 Criminology

Introduction to and delineation of the field of criminology. The course begins with a discussion of criminal law and the extent of crime and continues with a comprehensive examination of police, courts, and corrections. Theories of crime causation, criminal behavior systems, and victimology are also examined. Alternates with Sociology 208. Offered 1986-87.

Mr. Hinrichs

208 Community and Urban Life

Study of communities from a sociological perspective with a major emphasis on urban areas. Topics include: historical development of cities, development of suburbs, urbanism as a unique way of life, city planning, metropolitan dynamics, and urban problems. Alternates with Sociology 207.

Mr. Hinrichs

209 Racial and Ethnic Relations in America

Comprehensive study of ethnic and minority relations. Theoretical perspectives include immigration and assimilation, prejudice and discrimination, and the structure of the ethnic community. The study of Black-American, European-immigrant, and Asian-American communities is emphasized.

Mr. Emmons

210 Social Change

Application of theories of social change to contemporary trends and changing norms, values, and expectations. Emphasis is on a critical examination of recent changes in the economy and political structure of U.S. society and on the assessment of the efforts by social movements to direct social change. Students who have taken Soc J-30 (America in Transition) may not enroll. Not offered every year.

Ms. Gill

212 Sociology of Deviance

Examination of the concept of deviance and exploration of the various sociological theories and perspectives for viewing deviant phenomena. Sociological, biological, and psychological theories of causation are examined. There will be an in-depth analysis of alcohol and drug use, variations in sexual behavior, child abuse, and skid row.

Mr. Hinrichs

213 Political Sociology

Analysis of the role of power and of political institutions in social systems. Marxian, elitist, pluralist, and systems theories of the bases, distribution, and uses of power will be examined, along with studies of power relationships in organizations, communities, nations, and international relations. Attempts to change power relationships by mobilizing new bases of power and legitimacy are examined. Not offered every year.

Mr. Emmons

217 Gender Roles and Inequality

Examination of the patterns of gender stratification in American social structures and the impact of sex roles on interpersonal interaction. The course centers on the various forms of sexual inequality in today's world, examining the positions of women and men in families, schools, occupations, and politics. Topics include socialization, historical and cross-cultural variation in sex roles, and possibilities for change.

Ms. Gill

218 Sociology of Work and Organizations

Analysis of economic, social, and organizational aspects of the American workforce. Topics include: industrialization and the historical development of the American occupational structure, alienation and its solutions, social organization of work, career patterns and development, the future of work and workers in America. Special attention is given to the organization of occupational groups along class lines and changes in the workplace affecting this historical stratification of work.

Ms. Denison

219 Chinese Society

Sociological and anthropological analysis of China and Hong Kong. Major sociocultural themes in both traditional and modern systems are examined with special emphasis on religion, magic, ancestor worship, politics and law, social class, cities, education, and medicine.

Prerequisite: Either Soc 101 or Ant 103. Students who have taken Soc J-24 (Chinese Society) may not enroll.

Mr. Emmons

302 Sociological Research Methodology

Introduction to designing and assessing social science research. The goal of this course is to develop the student's ability to critically review and evaluate social research findings and to prepare the student to plan and carry out research. While greatest emphasis is devoted to survey research, several qualitative and quantitative designs are examined including the experiment, participant observation, and evaluation research. Issues of sampling, measurement, causality, and validity are considered for each technique.

Ms. Gill

303 Data Analysis and Statistics

Treatment of the analysis and reporting of quantitative data. The logic of data analysis, statistical techniques, and use of the computer will form the basis of the course. Does not fulfill distribution requirement in social science.

Ms. Gill

304 The Development of Sociological Theory

Examination of different theoretical perspectives in explaining social reality—functionalism, conflict theory, social exchange theory, symbolic interactionism. Special emphasis is given to Max Weber, Emile Durkheim, Karl Marx, George H. Mead, Talcott Parsons, and Robert Merton.

Mr. Hook

400 Seminar

Intensive culminating experience for majors. Under the direction of a member of the department faculty, students will work to integrate their major and their understanding of the sociological perspective.

Staff

450, 470 Individualized Study

Independent study in fields of special interest outside the scope of regular course offerings. The consent of the Department is required.

Staff

460 Research Course

Individual investigation of a research topic in sociology or anthropology in the student's special area of interest under the guidance of a faculty member. The topic must be approved by the Department. The project culminates in written and oral presentations of a formal paper to the faculty. This is required for departmental honors and is open to juniors and seniors only.

Staff

Anthropology

103 Introduction to Social-Cultural Anthropology

Comparative study of human, social and cultural institutions utilizing a series of ethnographies of non-western cultures at different evolutionary levels. The concepts, methods, theories, and history of the discipline will be discussed.

Mr. Loveland

211 American Indians

Introduction to the traditional aspects of Native American cultures by examples drawn from the major culture areas of the Americas. The present day situation of Native Americans will be discussed.

Mr. Loveland

215 Culture and Personality

Examination of the influence of culture in shaping the personality of the individuals in non-western societies. The course will include the following topics: psychoanalytic theory, dreams, cross-cultural research, socialization, personality development, modal personality, mental illness, and the effects of social change upon personality. Ethnographic examples from a variety of cultures will be utilized.

Mr. Loveland

216 Introduction to Medical Anthropology

Study of systems of belief and knowledge utilized to explain illnesses in various cultures and attendant systems of curing. Topics discussed include: hallucinogens, shamanism, curing, sorcery, witchcraft, herbal medicines, and the modern American medical system. Ethnographic examples are drawn from a variety of cultures.

Mr. Loveland

220 Native American Religions

Comparative analysis of the religions of American Indians focusing on the indigenous religions of Amerindians and the "new" religions such as the algonkian prophetic movements, the Ghost Dance, Peyote Cult, and the Handsome Lake Religion of the Iroquois. Ethnographic examples will be drawn from: the Shawnee, Delaware, Papago, Sioux, Mandan, Iroquois, Comanche, among others. Credit will not be given to students who have taken Ant J-8 or Ant 220 under the title, World Cultures.

Mr. Loveland

Spanish

Associate Professor Thompson (*Chairperson*)
 Assistant Professors Brower, Burgess, Jackson,
 and Olinger
 Adjunct Assistant Professor Valiela
 Instructors Rabinowitz and Shelly
 Adjunct Instructors de Quintero, Hubbard,
 and Williams

Overview

The ability to speak and understand a language other than one's own, and to have insight into the artistic and cultural heritage of other peoples of the world is considered an integral part of a liberal arts education. The Department, through a strong core of basic courses, gives students facility in the use of spoken and written Spanish and some knowledge of its literature and cultural history. The oral-aural method of modern language teaching is stressed in the classroom and all courses are conducted in Spanish. Laboratory facilities in the Library Learning Center and other audio-visual equipment complement classroom instruction. Regular laboratory work will be required of some students and advised for others.

Advanced level courses in literature and civilization are designed to give students an understanding and appreciation of the literature and cultures of the Hispanic peoples. Students are encouraged to study in a Spanish-speaking country and opportunities are offered through Study Abroad programs with approved colleges.

Courses in the Department provide sound preparation for graduate study, teaching, or careers in government, business, or social work. The Department works cooperatively with the Education Department in the preparation of Spanish teachers. Since the largest minority group in the United States is Spanish speaking, the Department feels that a knowledge of Spanish and an understanding of the Hispanic cultures is of increasing importance.

Requirements and Recommendations

Requirements for a major in Spanish include 10 courses above the 245 level. Course requirements are: Spanish 301, 302, Introduction to Literary Analysis, the Senior Seminar and one Civilization course. All majors will be strongly advised to take Stylistics. Other courses for the major are elective.

Requirements for a minor in Spanish include 6 courses above the 202 level, and must include Spanish 301-302, and no more than one course from 205, 206, and 245. Students may include Spanish 202 for the minor, if they have begun language study at the elementary or intermediate level at Gettysburg College.

Distribution Requirements

Prior to their first registration at the College, all students receive pre-registration materials which give detailed instructions on language placement and fulfilling the distribution requirement in foreign languages. The following courses may be counted toward the distribution requirement in literature: Spanish 205, 206, 304, 308, 313, 314, 319, 320, 324, 325, 326, 400. Spanish 310 and 311 fulfill the distribution requirement in history/philosophy/religion or history/philosophy.

The distribution requirement in foreign languages may be fulfilled by successful completion of Spanish 202, 205, 206 or a course at the 300-level or above. Achievement equivalent to 202 may be demonstrated by an Advanced Placement Examination or a Departmental Qualifying Examination given during the initial week of fall semester. Spanish 205 or 206 satisfy the foreign language requirement and the literature requirement. The courses, which are complete as individual units, emphasize intensive reading of complete works in literature for comprehension and analysis of style. Students who choose this alternative should have adequate preparation in reading of significant amounts of prose of various literary periods. A student who shows unusual proficiency in 201 may, with the consent of the Department Chairperson, take 205 or 206 and thereby fulfill the language requirement and the literature requirement.

Special Facilities

Language Laboratory in Musselman Library
 Learning Resources Center.

Special Programs

See Study Abroad.

101-102 Elementary Spanish

Elements of understanding, speaking, reading, and writing Spanish. Use of language laboratory is required. Enrollment limited to those who have never previously studied Spanish. Students can not receive credit for both 101 and 103; 102 and 104.

103-104 Fundamental Spanish

Fundamentals of understanding, speaking, reading, and writing Spanish. Use of language laboratory is required. Enrollment is limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination. Students can not receive credit for both 101 and 103; 102 and 104.

201-202 Intermediate Spanish

Practice in oral and written expression, grammar review, readings, and discussions of Spanish writing as contact with Hispanic Culture. Enrollment is limited to those who have previously studied Spanish or who are enrolled according to achievement on the Departmental Qualifying Examination.

205, 206 Readings in Spanish and Spanish American Literature

Conducted in Spanish with the dual objective of comprehension of material and reading of Spanish and Latin American literature of cultural and literary merit. Enrollment is limited to students who have previously studied Spanish or who are enrolled according to achievement on the Departmental Qualifying Examination.

245 Spanish Conversation

Conversation course beyond the intermediate level with emphasis on everyday, applied usage of the language for nonliterary purposes.

Prerequisite: Successful completion of the language requirement. Enrollment limited to twelve students. This course counts toward the minor but does not count toward the major. It does not fulfill the language requirement. Offered annually, both semesters.

301, 302 Spanish Composition and Conversation

Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level. To be offered annually.

304 Introduction to Literary Analysis

Introduction to basic critical approaches to the reading of prose fiction, poetry, and drama. Through the careful study of works in each genre students will acquire a knowledge of analytical skills and critical terminology in Spanish. Offered in the fall semester. *Prerequisite:* Spanish 202 or permission of instructor.

308 Literature of the Golden Age

Masterpieces of different genres of the late 16th through the 17th centuries. Emphasis will be placed on major writers of theater, short prose fiction, essay, and poetry. *Prerequisite:* Introduction to Literary Analysis. Offered 1986-87.

310 Spanish Civilization

Study of the history and culture of Spain from the earliest times to the present. Fulfills the distribution requirement in history/philosophy/religion or history/philosophy. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1987-88.

311 Latin American Civilization

Study of the history and culture of Latin America from pre-Columbian times to the present. This course fulfills distribution requirement in history/philosophy/religion or history/philosophy. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1986-87.

313 Hispanic Theater

A study of the drama of both Spain and Spanish America through the ages. The focus of the course will vary from semester to semester, based on such aspects as literary period, common theme, historical development, and dramatic theory. *Prerequisite:* Introduction to Literary Analysis. Alternate years. Offered 1987-88.

314 Cervantes

A study of the masterpiece, *Don Quijote de la Mancha*, as well as some *Novelas ejemplares* and *entremeses* or one act plays. *Prerequisite:* Introduction to Literary Analysis. Offered 1987-88.

318 Stylistics

Advanced language seminar designed to increase the knowledge and the skill of the student in the idiomatic expression of the Spanish language. Special emphasis will be given to the study of syntactic and stylistic complexities of contemporary prose. Normally those students who enroll will be juniors and seniors. *Prerequisite:* Spanish 301-302 or approval of the Department. Offered annually in the fall.

319 Nineteenth Century Literature in Spain and Latin America

Studies in the essay, the novel, the short story, the drama, and poetry according to the essential literary movements (romanticism, costumbrismo, realism, naturalism, modernism) of the nineteenth century in Spain and Latin America. *Prerequisite:* Introduction to Literary Analysis. Offered 1987-88.

320 Lyric Poetry

A study of Spanish lyric poetry through the ages. The course will concentrate on the interrelationship of form, content, and idea, noting major influences upon the poetry of each period. Appreciation is considered a major goal of this course and much poetry will be read orally and discussed. Alternate years. *Prerequisite:* Introduction to Literary Analysis. Offered 1987-88.

324 Latin American Contemporary Prose

Emphasizes the novel of the "boom" in Latin America. Major writers such as Gabriel Garcia-Marquez, Mario Vargas Llosa, Carlos Fuentes, Julio Cortázar, Juan Rulfo, and Jorge Luis Borges, among others, will be read. *Prerequisite:* Introduction to Literary Analysis. Offered 1987-88.

325 Generation of '98 and Pre-Civil War Literature

Studies in the essay, poetry, prose fiction, and drama of the major writers of the late nineteenth and early twentieth-centuries in Spain. *Prerequisite:* Introduction to Literary Analysis. Alternate years. Offered 1987-88.

326 Post-Civil War Literature of Spain

A study of the major literary trends and works in Spain beginning with the resurgence of Spanish Literature in the 1940's and continuing to the present day. *Prerequisite:* Introduction to Literary Analysis. Alternate years. Offered 1987-88.

400 Senior Seminar

Directed and specialized studies in Spanish and Latin American literatures from the medieval period to the present. This course is to be taken by seniors during the final semester in order to complete their undergraduate work in Hispanic literatures. *Prerequisite:* Limited to seniors except with permission of the Department. Offered in the spring of every year.

Theatre Arts—See English





GETTYSBURG

Campus
Life

Student Life

The College recognizes that students develop not only intellectually, but emotionally, physically, socially, and spiritually as well. The Student Life Division, an administrative division within the College, has as its central purpose the provision of an environment, programs, and services which enhance the students' liberal education. Under the direction of the Dean of Student Life, the Office of Student Life, College Union, Intramurals/Recreation and Fitness, Greek Life, Counseling Services, Career Services, and Health Services together compose the Student Life Division.

Office of Student Life

The Office of Student Life strives to help students improve the quality of their lives outside of the classroom. This is accomplished by providing a variety of programs and services. The Office of Student Life staff assist students in the following areas:

Information. Students require information about many opportunities available to them. The Office of Student Life answers student questions about the College, or, when appropriate, will refer students to the proper source for information.

Advisement. Members of the Student Life staff work with various student organizations, providing them with guidance and training in leadership skills.

Living Accommodations. The many opportunities for on-campus living are administered through the Office of Student Life. An undergraduate staff of residence coordinators and resident advisers is supervised by the Associate Dean.

Change. Any healthy educational institution must continually undergo change. Students often provide the invaluable input which leads to change in policies, programs, and services. By working cooperatively with Student Life administrators, students have successfully initiated changes in residential options, dining options, informal educational programs, facilities, and numerous rules and regulations.

Publications. On an annual basis, the Office of Student Life staff works with students in publishing the *Student Handbook* and *Spectrum*, the College yearbook.

Research. In order to improve its services and programs, the Office of Student Life often collects data on student needs, attitudes, and

evaluations. Recently, research has been conducted on living accommodations, residence hall visitation options, dining plan options, and alcohol use.

Discipline. The Dean of Student Life is responsible for the non-academic discipline of students. Staff members work with the faculty and student members of the Student Conduct Review Board to uphold the regulations of the College and to protect the rights of the individual.

Residential Life

Residential life at Gettysburg College has a major impact on the total development of the student. The residential environment (persons, policies, and facilities) promotes the formation of a community and encourages the styles of life which are conducive to the development of respect for the individual and the society in which the student lives. During a student's years at Gettysburg College, commitments are often made concerning personal values and occupational choices, role identities, the development of personal responsibility, and philosophy of life. The residential program attempts to provide opportunities for examining these areas of concern.

Recognizing the impact of environment on development, Gettysburg College requires all students (unless married or residing with their families) to live on campus. Exemptions from this requirement are granted only by the Associate Dean of Student Life. Carefully selected student resident advisers and residence coordinators work closely with the students, assisting them in planning a variety of programs for the residence halls and helping them resolve problems in group living. These advisers participate in an on-going training program which enables them to help other students adjust to the environment. Students living in residence halls also have the opportunity to work with members of the faculty and administration in setting regulations which apply to all College residences.

Gettysburg College offers a variety of options in living environments. The students can choose to live in one of ten residence halls varying in occupancy from 54 students to 158 students, and co-education and single sex halls. Each of the halls exercises a different visitation policy. The visitation policies are predetermined from the following options:

Option A—Open Visitation from 10 A.M.-12 midnight, Sunday through Thursday. 10 A.M.-2 A.M., Friday and Saturday

Option B—Open Visitation from 10 A.M.-12 midnight, Sunday through Thursday. 24 hours, Friday and Saturday

Option C—Open Visitation, 24 hours, Sunday through Saturday.

Another living opportunity exists in special interest housing for students who wish to live together and work on a project of mutual interest throughout the academic year.

Also included as an optional living environment, is the opportunity for sophomore, junior, and senior men to live in a fraternity house on or near campus.

Most of the student rooms are double occupancy; however, a few single rooms are available and some rooms are large enough for three or four people. Each student is provided with a single bed and mattress, a dresser, and a desk and chair. Students provide their own pillows, bedding, spreads, study lamps, and window curtains. Students may, through the Penn Linen & Uniform Service, Inc., rent linens for an annual fee; weekly laundry of the linen is included in the rental fee. Coin operated washers and dryers are available on the campus for student use. Each student room in residence halls has a telephone and cable TV service. The use of television sets and refrigeration units is permitted in student rooms; refrigeration units may have a capacity of not more than 3 cubic feet. Rental units are available. Cooking units are not permitted in student rooms.

Greek Life

Greek organizations have a long and rich tradition at Gettysburg College. The first fraternal organization was formed for men on campus in 1852. National sororities were first formed on campus in 1937. Currently, there are eleven social fraternities and seven social sororities.

The fraternities, which have individual houses either on or near the campus, offer an alternative living option to their members. The sororities, by their own choice, do not have houses but each has a chapter room in a central location which serves as a meeting and socializing place for the group.

In addition to providing one social outlet for their members, Gettysburg's fraternities and sororities serve the campus and community with beautification campaigns, blood drives, Christmas parties for local children, and other philanthropic activities.

The goals of the Greek system are to provide training and discipline to students who desire to make themselves useful members of society possessing knowledge, skills, and capacity for accomplishment. Any student interested in joining a Greek organization is required to have a 2.0 GPA.

Dining Accommodations

All freshmen and sophomores, with the exception of those living at home, are required to enroll in a College-approved dining option or to select one of the Student Life Dining options which include a variety of dining options in Gettysburg restaurants. Fraternity members and pledges may take their meals at fraternity houses. Juniors and seniors have the option of taking their meals in a College dining option or they may eat elsewhere.

Student Conduct

Every community has certain regulations and traditions which each member is expected to abide by and uphold. Perhaps a college campus community, even more than others, depends upon members who are mature and have a sense of responsibility. Only in such a community of responsible citizens can there be an atmosphere established which will contribute to the liberal arts education.

Consequently, the student who fails to support the objectives of Gettysburg College forfeits his or her right to continue to attend the College. The College reserves the right to dismiss any student whose conduct is detrimental to its welfare or whose attitude is antagonistic to the spirit of its ideals. Such an individual forfeits all fees which he or she has paid. Living groups or organizations formally approved by the College are subject to the same regulations as individual students.

Believing that it is sensible and proper for all students to be fully aware of their obligations and opportunities as Gettysburg College students, the College publishes a statement entitled, "The Rights and Responsibilities of Students." This document is the result of discussions and conclusions reached by a student-faculty-administrative committee. It deals with such questions as the academic, citizenship, and governance rights and responsibilities of students. It is published annually in the *Student Handbook*.

The *Student Conduct Review Board* handles student violations of College policies, including individual or group violations of College rules. In working to preserve the ideals and objectives of Gettysburg College, the Student Conduct Review Board wishes to emphasize that it does not necessarily stress the administration of punishment but rather the promotion of education. Gettysburg College, being a liberal arts institution, provides a learning experience both in and out of the classroom. By aiding and protecting this educational environment, the Student Conduct Board feels that it can help students realize their potential as mature responsible citizens.

The Student Conduct Review Board consists of twelve student members, nine faculty members, plus the Dean of the College and the Dean of Student Life. Four of the student members shall be representatives from the Student Senate, the Interfraternity Council, and the Panhellenic Council. The eight remaining members shall be elected by the student body.

Before a student decides to apply for entrance into Gettysburg College, he or she should be aware of the rules governing student conduct. A complete copy of the rules and regulations may be obtained by writing to the Dean of Student Life.

College Union

The College Union is the center of student activities and an informal laboratory for experiential learning. Through a myriad of services and activities, the Student Activities Council and College Union offer many opportunities for students to become involved in planning and participating in campus activities. Assistance with the development of interpersonal and leadership skills, as well as working with faculty, administrators, and students to initiate a well-balanced program of cultural, educational, recreational, and social activities are the priorities of the College Union staff.

Located in the College Union are meeting rooms, offices for student organizations, recreational facilities, including a pool and bowling alley, the College Store, an art gallery and showcases, photo darkroom, and a 2,000 seat ballroom. The Bullet Hole (snackbar), which is student operated and managed, provides for the development of aspiring business managers while offering an outstanding service to the campus. The Gangplank is an informal gathering place for students to meet, relax, study, and listen to music, both live and recorded. Pinball machines, billiards, electronic games, and a snackbar are all located here. This multipurpose room may be used for dances, speakers, small group discussions, movies, and theatrical performances.

Among the many services provided by the professional and student staff of the College Union are: information about campus and community activities; film passes and ticket sales; camping equipment and bike rentals; travel information; photocopying, mimeo and sign press services; lost and found; and newspaper subscription services.

Hours of Operation

College Union

Monday thru Friday	 8 a.m. to midnight
Saturday	 8 a.m. to 1 a.m.
Sunday	 noon to midnight

Gangplank

Saturday thru Friday	.. 10 a.m. to 11:30 p.m.
Sunday	 2 p.m. to 11:30 p.m.

The *Review Board* is the policy-making body for the College Union. The Review Board deals with issues regarding scheduling, space allocation, house rules, and general policies and procedures for the College Union.

While the facilities and services offered by the College Union contribute largely toward making it a comfortable place for students, the Student Activities Council (SAC), a student-run programming board, provides meaningful and enjoyable cultural, educational, recreational, and social activities which complement and challenge the curriculum at Gettysburg College. All such events are supported by student-controlled funds. SAC is composed of nine committees: Art Appreciation, Coffeehouse, Concert, Films, Gangplank, Ideas and Issues, Public Relations, Recreation, and Special Events.

Student Government

Students participate in College governance by serving on various College, class, and faculty committees; through participation in Student Senate, class, residence hall, or fraternity meetings; and by exercising their right to vote in various campus elections.

Student Senate

Student chest funds are distributed to student organizations by the Student Senate. Currently the Senate provides financial support to a large number of existing clubs and organizations. New groups may be formed by interested students. The Student Senate, which is the principal unit of student government, works in cooperation with the administration and faculty to bring to the campus community a well-organized and democratic form of student government. It represents the students in formulating many College policies and works to promote cooperation among administration, faculty, and students.

Student Life Council

The Student Life Council is an organization composed of members of the student body, faculty, and College administration. This Council has responsibility for studying matters and developing policies pertaining to student life and student conduct. Business may be brought to the Council or legislation proposed by any member of the College community. Major issues are debated in Student Senate and in faculty meetings before resolution by the Council. The Council makes recommendations to the President, who accepts, rejects, or refers them to the Board of Trustees prior to implementation.

The Honor Commission

The Honor Commission is a student organization which is authorized by the constitution of the Honor Code. The Commission is composed of ten students, aided by four case investigators, six faculty advisers, and a member of the staff of the Office of Educational Services. Its function is to promote and enforce the Honor Code at Gettysburg College, to secure the cooperation of students and faculty to these ends, and to adjudicate allegations of Honor Code violations.

Interfraternity Council

An important part of the responsibility for governing fraternities at Gettysburg College is assumed by the Interfraternity Council, an organization composed of the President and one representative from each social fraternity. This Council formulates and administers general regulatory policies by which fraternities must abide. It serves as the representative of the

social fraternal groups to the student body, the College, and the community of Gettysburg. During the school year the IFC sponsors a variety of campus social and social service activities.

Panhellenic Council

Important responsibility for governing the sorority system at Gettysburg College is assumed by the Panhellenic Council, to which each social sorority sends two student representatives. This Council establishes and enforces the Panhellenic "rushing" regulations and functions as a governing body in matters involving sororities and intersorority relations

Programming and Student Activities

In addition to the programs sponsored by the Student Activities Council and College Union staff, the College Union often hosts many of the other major activities which are sponsored by campus groups. Among these are the Lecture Committee, Performing Arts Committee, and Convocation Committee as well as various dramatic and musical organizations.

The **lecture program**, sponsored by a faculty lecture committee, brings well-known scholars and outstanding figures in public life to campus each year. In this way, the College extends the student's view beyond the confines of the College community. In addition to the general lecture series, the following special lectures are given regularly.

The Robert Fortenbaugh Memorial Lectures An endowment provided by Clyde E. (1913) and Sara A. Gerberich supports a series of lectures and other programs in the Department of History. Each year an authority on the Civil War period has lectured on a topic related to those years. These public lectures are presented in November to coincide with the anniversary of Abraham Lincoln's Gettysburg Address.

Musselman Visiting Scientist A fund provided by the Musselman Foundation in honor of Dr. John B. Zinn, former Chairman of the Chemistry Department, supports an annual three-day visit by a renowned scientist to the Chemistry Department.

Stuckenberg Lecture A bequest from Mary G. Stuckenberg in memory of her husband, the Rev. J. H. W. Stuckenberg, enables the College to sponsor a lecture in the area of social ethics.

Bell Lecture A fund from the estate of the Rev. Peter G. Bell (1860) was given to the College to establish a lectureship on the claims of the

gospel ministry on college men. The main object of this fund is "to keep before the students of the College the demand for men of the Christian ministry and the condition of the age qualifying that demand."

The Henry M. Scharf Lecture on Current Affairs A fund provided by Dr. F. William Sunderman (1919) in memory of Henry M. Scharf, alumnus and member of the College's Board of Trustees from 1969 to 1975, is used to bring a recognized authority or scholar to the campus each year to speak on a subject of timely interest.

The College encourages students to experience and to participate in various **performing arts** and provides an opportunity for those with special talent to develop and share that talent.

Faculty Performing Arts Committee Each year recognized professional groups and individuals present to the campus performances of dance and drama, as well as vocal and instrumental music.

The Gettysburg College Choir Internationally recognized through occasional European tours, it appears at special services and concerts on campus. Each year it makes a concert tour, presenting concerts in churches and schools. Choir members are selected on the basis of ability, interest, and choral balance.

Chapel Choir During the year it performs at chapel services, special services, and concerts. Members are selected on the basis of ability and willingness to meet the rehearsal and service requirements.

Band The "Bullet" Marching Band begins its season with a band camp in preparation for performances at football games, festivals, pep rallies, and parades.

At the conclusion of the marching band season, the College Symphonic Band begins its rehearsals. In addition to home concerts, there is an annual tour through Pennsylvania and neighboring states.

The offering of small ensembles remains a vital segment of the overall instrumental program. Clarinet choir, brass ensemble, jazz ensemble and others are open for membership to Band members and meet on a weekly basis.

Gettysburg College/Community Chamber Orchestra The Orchestra performs concerts throughout the academic year. Membership is open to all students who have the necessary proficiency. Auditions are held at the beginning of each school year.

The Sunderman Chamber Music Concerts The Sunderman Chamber Music Foundation, established by Dr. F. William Sunderman (1919) to "stimulate and further the interest of chamber music at Gettysburg College," each year sponsors important campus performances by distinguished and internationally-recognized chamber music groups.

The Owl and Nightingale Players Each year this distinguished group of performers stage three major productions under the leadership of the College's Director of Theatre. Their program is a varied one: each four-year season usually includes plays by Shakespeare, Shaw, Moliere, and O'Neill, as well as Broadway musicals and works by contemporary dramatists. All productions are offered in the handsome new 245-seat Kline Theatre which features a thrust stage and is located in Brua Hall.

Laboratory Theatre Lab Theatre produces a dozen one-act plays each year, many of which are frankly experimental and some of which are the work of campus playwrights. All works are given in the exciting new Stevens Laboratory Theatre in Brua Hall, where the seating can be rearranged to provide staging in the round, thrust, profile, and frontal. In addition, senior Theatre Arts students utilize the theatre for staging their major thesis productions.

Otherstage In addition to sharing the facilities of the black box Stevens Theatre, this troupe performs its short plays at other areas both on campus and in the community. Their work encompasses Lunchtime Theatre, Street Theatre, and Children's Theatre.

In each of the theatre groups, students are afforded the opportunity of gaining experience in all areas of theatre, from acting and directing to scene design, lighting, and costuming.

Gettysburg Theatre Festival Now in its sixteenth season of offering cultural stimulation as well as refreshing entertainment to both campus and community, the Theatre, with its company of professional performers, provides the focus for the Theatre Practicum. This is a college credit course: students herein enrolled serve in supporting roles and assist in the technical aspects of the theatre's life. The company offers an interesting balance of modern classics,

Broadway and Off-Broadway hits, and avant garde works not generally performed in summer theatre. All works are performed in the air-conditioned Kline Theatre. In addition, the company operates a Theatre for Children, which offers a series of hour-long plays for young people on the lawn adjacent to Brua Hall.

Artist-in-Residence During the year, the College invites professional performing artists to the campus for one-month residencies. Drawn from music, theatre, and dance, the Artists-in-Residence work with interested and talented students in workshops as well as in rehearsals and, ultimately, in performance.

Campus Communications

Every community needs to keep its members in contact with each other and with the rest of the world. On the Gettysburg campus student communication media not only inform the members of the community, but also afford students an opportunity to express their ideas effectively and to learn the practical necessities of producing newspapers, radio broadcasts, magazines, and yearbooks.

The Gettysburgian The College newspaper is staffed completely by students who are responsible for editing, feature writing, news writing, layout, personnel management, subscription management, and circulation. This weekly newspaper carries news, feature articles, and editorials concerning activities on and off campus.

The Mercury The poems, short stories, and illustrations published in *The Mercury* are contributed by students. The student editorial staff encourages creative writing within the campus community.

The Spectrum A pictorial essay of life on campus is featured in the College yearbook. Staffed by students, the yearbook offers the opportunity for creativity in design, layout, photography, and writing. *The Spectrum* covers the full academic year, including commencement weekend. It is mailed to graduating seniors and offered to underclassmen early in the fall semester.

WZBT The College radio station (91.1 megacycles) has been the voice of the campus for many years. WZBT operates as a noncommercial, educational FM radio station over the public airwaves and under FCC regulations. The station is student staffed and broadcasts a variety of programs from its fully equipped studios in the College Union. WZBT is organized like a professional radio station and

offers positions for announcers, disc jockeys, newscasters, engineers, and music librarians, as well as jobs in production, continuity, and advertising. A student Executive Committee supervises the daily operation of the station, and a Board of Overseers composed of students, faculty members, and administrators, establishes general policy for the station.

Other Activities

Debating Union The Debating Union is committed to developing reasoning and argumentative skills through formal, intercollegiate debate as well as through the sponsoring of campus forums and discussions. Student members offer workshops in reasoning and argument, and volunteer their services as moderators, devil's advocates, and discussion leaders for various campus organizations.

Opportunities for students to pursue their special interests also exist through the long list of clubs and organizations on the campus. Among the list are BACCHUS, Chess Club, Minority Student Union, Outing Club, and Photo Club. Various other opportunities are available in Departmental and Professional Clubs and Honorary Societies.

Counseling Services

With the goal of promoting the emotional well-being of all members of the Gettysburg College community, the Counseling Services staff, located in the health center, offers a number of services and a wide variety of programs. These activities are concerned with helping students grow to become effective, self-directing adults, and with teaching them the skills necessary to deal with their personal problems and feelings so that they can benefit as much as possible from their educational experience.

One of the services offered by the College's professional counselors is individual counseling. They work with students in a confidential relationship teaching them how to approach their problems and how to resolve them. Some of the types of things students talk to counselors about are their morals and values, academic pressure, study habits, concerns about their sexuality, relationship issues, problems with friends and roommates, their goals and plans, difficulties at home, feelings of depression and lack of motivation, and how to become the kind of person they want to be. While much counseling involves solving problems and changing, its focus is often simply helping a student to better understand himself or herself.

Counseling Services also offers a number of topic oriented group experiences which teach skills that students can use to improve their experiences on campus and to assist them when they leave Gettysburg. Group experiences that are regularly offered are designed to teach assertiveness skills, communication skills, relaxation, improve study habits, help in approaching eating disorders, build self-esteem and to cope with separation. Other group experiences are created based on campus need and interest.

An audio and video tape library is available in the Counseling Office for students interested in self-help for a variety of interests.

When appropriate, the Counseling Service also functions as an information and consulting service working with students and others on a variety of campus programs and projects to improve the environment. Members of the Counseling staff teach, conduct research, and work closely with faculty, administration, and parents on issues of student concern.

Alcohol and Drug Education

The College is significantly concerned with the rise in the use and abuse of alcohol and other drugs by young persons in our society. Accordingly we provide the campus community with a program of alcohol and drug education which includes prevention programming, help for problem users, support groups for recovering persons, and various awareness presentations. A trained Alcohol Education Coordinator is available to the campus community to develop and maintain appropriate educational programs and to counsel with individuals.

All Counseling Service activities are free and available to Gettysburg College students. It is the Counseling staff's desire that their services complement the College's academic program and their hope that for many students they will be an integral part of their educational experience.

Career Services

The Career Services Office seeks to perform two primary functions: 1) to assist students in making and acting on career decisions: 2) to promote an awareness of Gettysburg College and a receptivity to Gettysburg students among individuals and organizations beyond the campus community. Relatedly, the office provides a diverse and comprehensive program to support students in planning and implementing the next step after graduation. Core group-based programs include the First Step Orientation Session, which focuses on the career decision-making process, the workshops on job hunting, resume writing, interviewing skills, and the graduate school selection process. Examples of additional programs designed to correspond to the various phases of the career development process (decision-making, planning, and placement) are workshops dealing with the process of making an effective transition to life after college and a Career Day during which students may receive information from representatives from a variety of career fields. Individual assistance is also available. Both group-based and individual help provided by Career Services are evaluated very favorably by student participants.

The office also maintains a career library which includes employer literature, graduate school directories, and self-instructional materials. A special feature of this library is a series of taped interviews with Gettysburg alumni employed in a wide array of careers. These interviews convey both career information and suggestions for students interested in pursuing the type of work involved.

Seniors may take advantage of interview opportunities provided by employer and graduate and professional school representatives who visit the campus annually.

All students are encouraged to become involved with the Career Services Office early in their college careers in order to learn more about both the relationship between the liberal arts and career development and means of working toward a satisfying post-graduation involvement. More specifically, the following sequence of activities is recommended. During the freshman year, exposure to many aspects of the college experience, both academic and extracurricular, may be gained, and interests and skills may be expanded. The sophomore year represents a time for beginning the formal exploration process by learning more about both one's values, interests, and skills, and career

opportunities. The First Step Orientation Session is strongly recommended at this point. During the junior and senior years, career decisions should be made, and action plans for pursuing the desired goals should be developed and implemented. While this sequence is an ideal one, Career Services staff members are sensitive to other timetables which may exist for students based on individual differences. Consequently, assistance is available to students throughout their time at Gettysburg.

Career Services also conducts a follow-up study of each graduating class to learn more about the members' post-graduate experiences. The most recent data provides information about the Class of 1983. Approximately 67% of the class responded to this survey. Of that group 96% of those who were employed and 98% of those in graduate or professional school assigned positive ratings to the preparation they received at Gettysburg, while 86% of the employed group and 100% of the further education group expressed satisfaction with their current job or educational program. Members of the class pursued a wide range of post-college involvements including jobs such as accountant, teacher, management trainee, research assistant, sales representative, communications specialist, and youth pastor, and further study in fields such as applied history, law, social psychology, music, medicine, and business. Examples of organizations where graduates obtained employment are A.T. & T., IBM, McGraw-Hill Publishing, Xerox, Yale University Medical School, Center of Military History, Colgate Palmolive, and The Johns Hopkins University, and examples of educational institutions attended include Carnegie-Mellon University, Dickinson School of Law, Peabody Conservatory, University of Pennsylvania, and Duke University.

Health Service

The College maintains a Health Service for the benefit of all students. The objective of the Health Service is to facilitate the physical and emotional well being of the student. This is accomplished through health education, management of acute episodic illnesses, and providing ongoing care for previously diagnosed health problems. Medical information and health records are maintained but are not included as part of the student's college records; all such medical information is confidential.

The Health Service requires that a questionnaire, an immunization record, and a physical examination be completed prior to entrance. If the student has had any illness, surgical procedure, or injury which might modify or prevent his/her participation in physical education, the family physician must stipulate in writing the nature of the injury and the limitations on activity.

All students must have the following: 1) Tetanus immunization within 10 years; 2) Tuberculin skin test within 1 year; 3) Rubella (German measles) immunization or evidence of having had the disease; 4) Rubella (measles) immunization or evidence of having had the disease.

The Health Center facilities include a fifteen-bed unit which is staffed by a Director/Nurse Practitioner, registered nurses, and a Medical Director/Physician. Students may be referred to local specialists when necessary. If serious illnesses or accidents occur, the family is notified by telephone.

Religious Life and Chapel Programs

The Gettysburg College Chapel Programs offer students opportunities to grow in the understanding and practice of their own religious traditions, to appreciate the religious traditions of others, and to better understand and integrate the relationship between faith and reason. Completely voluntary, the Chapel Program attracts students and faculty members of various religious backgrounds, provides spiritual nurturing, and assists in the exploration of religious disciplines.

Corporate worship is an important part of the Chapel offerings. Students from a variety of traditions join together in worship at Christ Chapel each Sunday. Led by the College Chaplains, the service often features noted speakers. The Chapel Choir offers anthems and liturgical music, and students often assist in the worship. In addition to the College Chaplains, a Roman Catholic priest is available to students and holds Mass each week. A Quaker service is held in the Planetarium on Sunday mornings. Students are also welcomed in the various churches of the Gettysburg community, and local ministers participate in Chapel worship through the year. Each Wednesday there is a Candlelight Communion Service in Christ Chapel.

The Chapel Programs are coordinated by the Chapel Council—a voluntary group of students from all classes. Committees of the Chapel Council also include The *Tutorial Program* which arranges for students in local schools to be tutored by Gettysburg students; The *Community Services Program* which involves students in visitation to local homes for the aged and mentally handicapped; The *Volunteers for Youth Program* in the Gettysburg community; The *Social Justice Committee* which examines a commitment to peace and human rights issues; The *Worship and Music Committee* which plans for services in Christ Chapel; The *Lecture Committee* which sponsors outstanding speakers and a *Resident Theologian's visit* each year. *Leaven*, a monthly newsletter about Christian existence in secular contexts, is a journal of the Chapel Council and is distributed to undergraduates and interested graduates.

Other offerings of the Chapel Program include annual field trips to investigate the work of the Church in an urban setting and *Awareness Trips* jointly sponsored with the Sociology department. Recent trips have included visits to Appalachia and John's Island, South Carolina.

Communities Of Risk—groups of up to ten students and a resource person—agree to meet for one overnight each week at the Dean's Conference House and explore more fully what it means to be human and in community. *Search* is a common interest group similar to *COR* but with the specific goal of examining Christian community. *The Group* is modeled after youth ministry programs and deals with various topics such as: current issues, Bible study, campus life and group events with Chapel and Catholic Councils. *Pre-Seminary Students* meet monthly to support each other while exploring the Church professions. *Chai* is a common interest group for persons interested in Jewish culture and meets for social activities and a deeper appreciation of Judaism. The *Catholic Community Council* meets weekly to plan programs of interest to Catholic students. Also on campus, *Inter-Varsity* and *Fellowship of Christian Athletes* meet for fellowship and renewal.

Through these programs—and those that evolve to continually meet the needs of the Gettysburg College community—and through the personal relationships established by the Chapel staff, the College provides an opportunity for the student who desires better to understand and to practice his or her religious commitments while attending Gettysburg.

Athletics

The College has an extensive program of intercollegiate and intramural athletics for men and women. It is possible for all students to participate in some supervised sport. For those with particular athletic skills and interest there are the varsity teams. For others there is the opportunity to participate in the intramural program, for which competitive teams are organized from fraternities, residence halls, and other groups. The possession of a College identification card guarantees free admission to all intercollegiate contests.

Intercollegiate Athletics Gettysburg College maintains membership in the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, and the Middle Atlantic State Collegiate Athletic Conference. In football, Gettysburg participates in the Centennial Football Conference, which includes Dickinson, Franklin and Marshall, Johns Hopkins, Muhlenberg, Swarthmore, Western Maryland, and Ursinus.

The intercollegiate program includes teams for men, teams for women, and athletic teams for which both men and women are eligible. The breakdown is as follows:

	Men	Women	All Students
Fall	Football	Field Hockey	Bowling (Club)
	Soccer	Volleyball	
	Cross Country	Cross Country	
	Rugby (Club)	Soccer (Club)	
Winter	Basketball	Basketball	
	Swimming	Swimming	
	Wrestling		
Spring	Baseball	Lacrosse	Golf
	Lacrosse	Softball	
	Tennis	Tennis	
	Track and Field	Track and Field	

Intramurals, Recreation & Fitness For those who are interested in both competitive and non-competitive leisure activities, but do not have the ability or inclination to participate intercollegiately, there is an Intramural, Recreation and Fitness (IRF) program on campus.

With an underlying mission of "something for everyone," the IRF program is designed to create a large number of leisure opportunities to satisfy various levels of skills.

Competitive team sports offered at the College include: Softball, Flag Football, Floor Hockey, Innertube-water-polo, Basketball, Innertube-water-basketball, Volleyball, Indoor Soccer, and Ultimate Frisbee.

Apart from the competitive team sports are the individual and dual events. They entail: Tennis, Badminton, Frisbee Golf, Platform Tennis, Ten Mile Triathlon, Free Throw Contest, One-On-One Basketball, Table Tennis, Bowling, Frisbee Contest, and Horseshoe Pitching.

For the fitness enthusiast, IRF sponsors a number of sport clubs that are guaranteed to get you in shape; i.e., Karate, rugby, gymnastics, ice hockey, skiing, and the outdoor club. Noonercise and evening aerobics are also very popular activities for both men and women alike.

The IRF office issues a booklet detailing the procedures, rules, times and places of all events throughout the year. All students are invited to participate in the IRF program.

Academic Services and Information

The Office of the Dean of Educational Services, located in Pennsylvania Hall, is involved with many of the academic situations which students encounter. Academic deficiencies and student petitions to the Academic Standing Committee are processed by this office. Working in conjunction with the individual student's adviser, the Deans assist students in making educational plans and solving academic problems. In addition, the freshman orientation and advising programs are administered by this office.

The Dean of the College, whose office is also in Pennsylvania Hall, handles matters pertaining to faculty and academic programs. The Associate Dean of the College supplies information concerning medical and dental school admission requirements and affirmative action. The Registrar maintains information about study abroad opportunities.

Financial Aid

Details about Financial Aid procedures are found in the Student Financial Aid section of this catalogue.

Facilities

Gettysburg College has a 200 acre campus with 44 buildings that provide excellent facilities for all aspects of the College programs. These buildings range from the original College building, Pennsylvania Hall (Old Dorm), constructed in 1837 and listed on the National Register of Historic Places, to the new Musselman Library/Learning Resources Center.

Academic Facilities

The Library The College library collection is housed in the Musselman Library/Learning Resources Center, completed in 1981, and in two departmental libraries, Chemistry in Breidenbaugh Hall and Physics in Masters Hall. Total collections are approximately 300,000 volumes, 22,000 microforms, 32,000 governmental publications, 11,500 records, and extensive slide, filmstrip, and other audio-visual media. The library subscribes to 1,300 journals.

Enter The Center is a booklet available in the library which outlines library hours, service, usage, etc. Those using the library should review this publication.

The College's library uses the Interlibrary Delivery Service which allows Gettysburg College to borrow materials quickly from 130 academic and research libraries. The library also maintains cooperative arrangements with the Associated College Libraries of Central Pennsylvania, PALINET (Pennsylvania Library Network), and the Central Pennsylvania Consortium. Faculty and students are encouraged to use these extended services.

Classrooms, Laboratories The following classroom and laboratory facilities serve the College.

Non-Science Facilities

Building	Academic Departments	Special Features
Brua Hall	Theater Arts and Speech	Kline Theatre Stevens Laboratory Theatre
Glatfelter Hall	Computer Studies Economics English Management Mathematics and Religion	Computer Center Microcomputer Laboratory
McKnight Hall	French German and Spanish	
Schmucker Hall	Art and Music	Studios and Recital Hall
Weidensall Hall	Classics Education History and Philosophy	
West Building	Military Science	
White House	Political Science	

Science Facilities

Building	Academic Departments	Special Features
Breidenbaugh Masters	Chemistry Physics	Hatter Planetarium with Spitz A3P planetarium projector in a 30-foot dome
McCreary	Biology Psychology Sociology and Anthropology	Electron Microscopes Greenhouse
Observatory		Sixteen-inch Cassegrain telescope

Computer Center The Computer Center is located in a separately air-conditioned area in Glatfelter Hall and contains a Burroughs 5920 computer available to faculty and students for education and research needs. Priority is given to students enrolled in courses that require use of the computer and to faculty and students engaged in research.

Microcomputer Laboratory The Microcomputer Laboratory is located in a spacious, air-conditioned room in Glatfelter Hall. The Lab supports the Computer Studies curriculum and includes 28 Apple and 3 IBM microcomputers, two disk drives with each unit, four Epson MX-100 printers, and ample student workspace.

Connecting Individual Microcomputers to Mainframe While there are a few dial-up ports utilizing standard RS232 protocol, owners of Zenith 150 systems or other IBM-PC look-alikes may obtain a terminal emulator and hardware to permit direct attachment to the Burroughs 5920. In this mode, no modem is required, higher speeds are supported and so is bi-directional file transfer. This equipment will be supplied to students at cost, approximately \$275, and may be obtained from the Academic Computer Center.

Athletic Facilities

Eddie Plank Memorial Gymnasium, Hen Bream Gymnasium, and John A. Hauser Fieldhouse contain the College's indoor athletic facilities. These facilities include seven regulation basketball courts, four indoor tennis courts, and a 1/11 mile Chem-turf track. In addition there is a swimming pool of olympic dimensions in the College Union Building which is used for varsity swimming competition and intramural and recreation swimming.

There are several athletic field areas: Musselman Stadium, which contains a football field and a quarter-mile cinder track; a baseball field west of the stadium; two areas for soccer and lacrosse; Memorial Field, adjacent to Eddie Plank Gymnasium for women's field hockey and lacrosse; a women's softball field, and the intramural areas which contain eight tennis courts, soccer, football, and hockey fields.

Fourteen intercollegiate tennis courts are also available.

Student Services

Located near to the residence halls are the College Union Building, the Sieber-Fisher Health Center, and Christ Chapel.

Administrative Offices

Pennsylvania Hall, the original College building, after complete renovation, now provides modern offices and facilities for administrative personnel. The Admissions Office is housed in the Dwight David Eisenhower House, which served as the office of General Dwight D. Eisenhower during his years in Gettysburg.

Other Facilities

On the campus is the home of the College President. College maintenance services are centered in the West Building. On the northern portion of the campus is the Dean's Conference House, which is used for small group meetings.



GETTYSBURG

Admission,
Expenses and
Financial Aid

Admission Policy

Gettysburg College students come from a variety of backgrounds and secondary school programs. The College welcomes applications from students of differing ethnic, religious, racial, economic, and geographic settings.

The Admissions Staff seeks to identify applicants who have demonstrated a capacity for academic achievement, responsiveness to intellectual challenge, eagerness to contribute their special talents to the College community, and an awareness of social responsibility. Such persons give promise of possessing the ability and the motivation which will enable them to profit from the many opportunities that the College offers.

Since the competition for admission is keen, the Admissions Staff gives careful consideration to each application. Its decision is based on three categories of evidence described below.

Evidence of high academic attainment as indicated by the secondary school record The College requires no fixed number of secondary school units for admission. It normally assumes graduation from an approved secondary school, and it considers grades in academic courses, distribution of subjects, and rank in class as highly significant parts of the applicant's credentials. Participation in accelerated, enriched, and advanced placement courses is desirable. The College regards superior facility in the use of the English language and an understanding of fundamental mathematical processes as essential to a successful college experience.

Evidence of ability to do high quality college work as indicated by aptitude and achievement test results The Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the test results of the American College Testing program are required of all candidates. The College prefers that the SAT be submitted. Applicants submitting the SAT should ensure the reporting of the subscore of the Test of Standard Written English (TSWE), since those results are used for placement purposes in English (see p. 36). Achievement tests are suggested for placement purposes but are not required to complete an application.

Evidence of personal qualities The College seeks evidence that the applicant is a person of good morals enabling him or her to contribute to the success of the College community. Such contributions should be appropriate to his or her talents, whether these be leadership in campus programs, involvement in the welfare of others, expression of artistic creativity, or the quiet pursuit of scholarly excellence. In estimating such qualities the College relies on confidential statements from secondary school principals, headmasters, and guidance counselors, and on personal appraisals by its alumni and friends.

Admission Procedure

The student interested in Gettysburg College should submit an application during the fall of his or her senior year and no later than February 15. A nonrefundable fee of \$25 must be sent with the application. Although not required, a visit to the campus and an interview with a member of the Admissions Staff is strongly urged. A student considering a major in art, music, or physical education should make his or her interest known when requesting an interview, so that arrangements can be made for an appointment with a member of the department concerned. Seniors should plan their visits before February 1; juniors, after April 1.

Offers of Acceptance

The Early Decision Plan The student with a strong record through the junior year of secondary school who has decided on Gettysburg College as the college of his or her first choice, may submit an application for Early Decision acceptance. The application will be considered between November 15 and February 1 of the senior year. Those students accepted under this program are obligated to enroll at Gettysburg College and to withdraw applications submitted to other institutions. Notification of the decision on admission will be made between December 15 and February 15. Payment of a nonrefundable advance fee of \$200 is required to validate this offer of acceptance.

The Early Decision applicant should take the Scholastic Aptitude Test in the junior year. However, scores from the November testing date of the senior year may also be considered. Those students submitting applications for Early Decision who are not offered acceptance at that time will automatically be considered for admission under the Regular Decision Plan upon receipt of subsequent grades and test scores from the senior year.

The Regular Decision Plan To be assured of maximum consideration, students must present applications by February 15. Most offers of acceptance will be announced by the first week in April after the receipt of November, December, or January Scholastic Aptitude Test results and senior year first semester grades. College Entrance Examination Board tests taken prior to the senior year may be used to satisfy test requirements.

Payment of a nonrefundable advance fee of \$200 is required to validate this offer of acceptance. Since Gettysburg College subscribes to the principle of the Candidate's Reply Date, the student has until May 1 to make his or her decision and pay the advance fee.

Students offered acceptance under either plan are expected to maintain their academic record, pass all their senior courses, and earn a secondary school diploma.

Admission with Advanced Credit and Placement

Students who have taken college-level courses in secondary school and wish to be considered for advanced credit or placement must take Advanced Placement Tests of the College Entrance Examination Board. All entering students who submit a score of four or higher on these tests shall receive two course credits for each tested area toward the 35-course graduation requirement with the exception of the Mathematics Calculus AB examination, for which one course credit shall be given. Students submitting a score of three may receive, at the discretion of the appropriate department, one course credit or advanced placement. Students who have completed advanced level or honors courses may be considered for advanced placement.

Those high school students who have taken regular courses at the college level in regionally approved junior or senior colleges may receive credit for these courses if no duplication of high school units and college credits is involved. This credit must be approved by the chairperson of the academic department involved.

See the section on Residence Requirements and Schedule Limitations for information about the planning of the academic program of students who plan to complete their graduation requirements in less than four full years.

Admission of Transfer Students

A transfer student may be admitted at the beginning of any semester. He or she must present a regular application, including secondary school records and College Entrance Examination Board Test results and an official transcript from all colleges and universities attended. He or she must be entitled to an honorable dismissal without academic or social probation from the college from which he or she transfers and must be recommended for transfer by the Dean of the College previously attended. A transfer candidate is expected to visit the campus for an interview.

Gettysburg College requires sound academic performance in previous college work for students who seek admission as a transfer student. Credit is granted for individual courses passed with a grade of C or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg curriculum. Academic credit for courses transferred is granted tentatively until the student has satisfactorily completed one year of work at Gettysburg College. All transfer students must satisfy all requirements for the degree for which they are candidates.

Admission as a Special Student

A high school graduate, not a candidate for a degree, may apply for admission as a nonmatriculated student. Normally, such a student may enroll in a maximum of two courses. Permission to take more than two courses must be secured from the Dean of the College.

Taking courses as a special student requires permission of the instructors of the courses involved, as well as filing an application for special student status with the Admissions Office. A special student who may later wish to become a candidate for a degree must submit an application under regular admissions procedures. Special students have the same classroom duties and privileges as regular full-time students, but no promise is made in advance that the special student will be admitted as a candidate for the degree.

Comprehensive Academic Fee Plan

Gettysburg College charges a comprehensive academic fee covering the two semesters of the academic year. NOT included in this fee are books and supplies, some private lessons in music, and optional off-campus courses.

Payment of the comprehensive fee entitles a student to register for and receive a grade in a total of 36 course credits and in the required quarter courses in Health and Physical Education. A student may enroll in five courses during any semester and may do so (without an extra charge) during half of the semesters in which he/she is enrolled. Three required HPE quarter courses may be taken without charge at any time. Transfer students may enroll in five courses at no extra charge during half the semesters in which they enroll at Gettysburg.

The fee applies to each full-time student. For purposes of the comprehensive academic fee a full-time student is one registering for at least three but not more than five courses per semester (except for required HPE quarter courses). Any additional course registration beyond five requires additional charges of \$800 per full course or \$200 per quarter course. Majors in Health and Physical Education and Music may take some quarter courses above the five course limit at no additional charge (see the departmental listings for details).

Comprehensive Academic Fee	\$9,425
1986-87	

Board	
College Dining Hall (21 meals per week)	\$1,475

Room Rents	
Cost for regular residence hall room	\$1,450
Single rooms	\$1,700

Estimate of Total Expense for an Academic Year	
Comprehensive Academic Fee	\$9,425
Board	1,475
Residence Hall Room	1,450
Books and Supplies	300
	<u>12,650</u>

This tabulation does not include personal expenses such as clothing, laundry, spending allowances, fraternity dues, and transportation.

Since the College Store is operated on a cash basis, students should be provided with \$300 each year to purchase books and supplies.

Special Student Fees

Any student who is not a candidate for a degree will be charged at the rate of \$800 per course or \$200 per quarter course. Part-time matriculated student fee is \$1,045 per course.

Payment of Bills

Checks should be made payable to Gettysburg College and sent to the BURSAR, Gettysburg College, Gettysburg, PA 17325-1483 by the dates outlined below.

The College operates academically with a two-semester calendar, and divides the student's charges into half-year billings; the first due and payable on AUGUST 1 and the second due and payable DECEMBER 15. Each student candidate for a degree will be billed for one-half of the yearly comprehensive academic fee, room rent, and board charges before the beginning of the fall and spring semesters. Special students will be billed on a per course or quarter course basis and for room and board, if applicable, before the beginning of each of the two semesters. DELINQUENT ACCOUNTS WILL BE SUBJECT TO A LATE PAYMENT CHARGE AT THE RATE OF 1% PER MONTH. This late charge will be waived for Guaranteed Student Loan amounts processed by the College prior to due dates for payments. Students and parents are responsible for collection costs on any accounts placed for collection.

The advance payment of \$200 made under either the early or regular acceptance plans is credited to the reserve deposit. This deposit is used to pay for minor charges such as laboratory breakage, infirmary meals, delinquent telephone bills, and room damages for as long as the student is in attendance. If the reserve deposit falls below \$50, replenishment will be required.

Every continuing student in the College is required to pay \$200 by March 15. This amount is deducted from the student's first semester College bill. No refunds of this fee will be made after the date of Spring Registration.

Veterans' Administration Benefits

Gettysburg College has made arrangements with the Veterans Administration whereby children of veterans attending College under the provisions of Public Law 634 are eligible to receive monthly payments from the Veterans' Administration in accordance with the scale established by the law. Students requiring any forms to be completed by the College concerning such benefits should contact the Office of the Registrar.

Insured Tuition Plan

An Insured Tuition Payment Plan is usually a combination of a prepayment installment plan covering four years of College expenses and an insurance policy guaranteeing payment for completion of the four years in the event of the death or total disability of the person financing the student's education.

There are a number of Tuition Payment Plans (some with insurance and some without). The College is the most familiar with the plan of the Richard C. Knight Insurance Agency, Inc., 53 Beacon Street, Boston, Massachusetts 02108. In addition, there are others such as: The Tuition Plan, Inc., Concord, New Hampshire 03301 and Academic Management Services, 1110 Central Avenue, Pawtucket, Rhode Island 02861.

Parents should write directly to such organizations. The Director of Admissions generally mails out the Richard C. Knight Insurance Agency, Inc. plan information to all new students around June 1st of each year.

Board

Junior and senior students may choose to take their meals in the Dining Hall on an individual meal or semester basis or to eat elsewhere. All fraternity members and pledges may choose to take their meals in the fraternity house. All other students except those living at home must take their meals regularly in the College Dining Hall on a semester basis, and participate in the full board plan, unless approval is granted by the Dean of Student Life to participate in special meal options other than the College Dining Hall.

Housing Policy

All freshman men and women are expected to room in the College's residence halls and preference is given them in securing dormitory space. Fraternity housing is available to students following the freshman year. When the residence halls have been filled, permission for off-campus housing may be granted to a limited number of students who have applied through a procedure administered by the Dean of Student Life. Students who have withdrawn from the College and are approved for readmission are expected to occupy any vacancy which may exist in a College residence hall.

Refund Policy

Board

If a student withdraws for any reason at any time, the unused portion of the half-year bill paid for board will be refunded on a pro-rated basis from the date of withdrawal to the end of the half-year billing period, based on the date when the Dining Hall sticker or card is returned to the Business Office.

Comprehensive Academic Fee and Room Rental

One hundred dollars of any comprehensive academic fee or room rental paid by a student shall be non-refundable regardless of the time of withdrawal, except upon request in the case of students required to withdraw for academic reasons, and in the case of those advised to withdraw who do so prior to the beginning of the subsequent semester.

Date of withdrawal will be the date the student has filed the completed withdrawal form with the Office of the Dean of Student Life.

Withdrawal Because of Serious Illness or Withdrawal of Student with Guaranteed Loan

A student who withdraws because of the student's serious illness and/or has a Guaranteed Student Loan guaranteed by a federal, state, or private agency will be entitled to a refund of comprehensive academic fee and room rental based on the following schedule applied to the half-year bill in question.

One week or less	90% refund
Two weeks or more than one week	80% refund
Three weeks or more than two weeks	60% refund
Four weeks or more than three weeks	40% refund
Five weeks or more than four weeks	20% refund
More than five weeks but less than one-half of the period covered by the half-year bill	10% refund
More than one half of the period covered by the half-year bill	No Refund

Voluntary Withdrawal

A student who voluntarily withdraws by October 5th of the fall semester or by March 5th of the spring semester is entitled to a 25% refund of tuition for that semester's billing.

Required Withdrawal for Disciplinary Reasons

A student who is required to withdraw for disciplinary reasons will forfeit all fees (except board, if refund requirements are met) which he or she has paid.

Unused portion of respective half-year bills for comprehensive fee, room, and board will be refunded if academic withdrawal is required at the end of any semester provided the student follows all procedures for obtaining refunds.

If a student or the student's parents or guardian feel that the individual circumstances of the student warrant an exception to the refund policy, an appeal may be made to the Treasurer, Gettysburg College.

Reduction of financial aid obligations and advances will receive priority in the payment of refund. The unused reserve deposit balance will be refunded upon the student's graduation or withdrawal, provided the student has no outstanding loans or debts to the institution.

Accident Insurance

Each student, as a consequence of his or her payment of the Comprehensive Academic Fee, receives coverage under an accident insurance policy with a \$1000 limit. Information concerning the coverage provided by this insurance is made available at the time of registration or in advance if requested.

Personal Property Insurance

The College does not carry insurance on personal property of students and is not responsible for the loss or damage of such property.

Student Financial Aid

Although charges made by colleges and universities have risen sharply in recent years, the fact remains that in most institutions the fees paid by a student or a student's parents cover only a portion of the total cost of a student's education. In private institutions the remainder comes from endowment income and from gifts from sources such as alumni, businesses, foundations, and churches.

Gettysburg College recognizes the primary responsibility of the student and his or her parents to provide as much as possible toward the total cost of the student's college education. Since an education is an investment which should yield lifelong dividends, a student should be prepared to contribute to it from his or her own earnings, both before entering and while in college.

Gettysburg College has a program of financial aid for worthy and promising students who are unable to finance their education from personal and/or family resources. Access to such aid is considered a privilege, not a right. The qualifications for assistance, in addition to need, are academic ability, academic achievement, and promise of contribution as a student and citizen. The amount of aid in any particular case is based upon the financial need of the student.

The College participates in the College Scholarship Service and requires all applicants to file both Side I and Side II of the Financial Aid Form. All Financial Aid Forms should be sent to the College Scholarship Service, Box 2700, Princeton, New Jersey 08541. The College also requires that a notarized or certified copy of the parents' most recent U.S. Individual Income Tax Return (Form 1040) be sent directly to the Office of Financial Aid at Gettysburg College. Applicants for admission need not send the IRS Form 1040 in order to receive consideration for financial aid unless specifically requested. This form, however, must be submitted when the student enrolls at the College (May 1).

A prospective student seeking financial aid should forward both Side I and Side II of the Financial Aid Form to the College Scholarship Service as soon as possible after applying for admission, but no later than February 1. A student already enrolled who has previously had some form of aid should secure a renewal application from the Office of Financial Aid and should request his or her parents to complete this form. The renewal application should be forwarded to the College Scholarship Service no later than February 10.

Financial aid is awarded in the form of grants, loans, or a combination of these. All financial aid awards are made for one year only. The Director will consider a request for renewal and will act on the basis of the applicant's record as a student and campus citizen as well as his or her continuing financial need.

Applications for financial aid, of those students who demonstrate financial need, are reviewed to determine eligibility for the following forms of assistance available from Gettysburg College.

Presidential Grant—awarded to entering freshmen with exceptional academic ability, outstanding academic achievement, and superior promise of contribution as a student and campus citizen.

Gettysburg College Grant—awarded to students who, in addition to financial need, evidence good academic ability and academic achievement, and give promise of contribution to the College's extracurricular program. These grants are renewable as long as the recipient continues to demonstrate need, participate in his or her extracurricular activity, and maintains a sound academic record. Normally, such grants are combined with loans and/or student employment in order to meet the student's financial need. In cases of students who demonstrate exceptional talent, skills, and abilities, need may be satisfied entirely with grant funds.

Lutheran College Grant—awarded to Lutheran students. In addition to financial need, consideration is given to academic ability and achievement.

Louis Eugene King Grants—awarded to entering minority freshmen who have exceptional academic ability and achievement in at least one of the areas of fine arts, leadership, or community service. King Grant recipients will normally receive the majority of financial aid in the form of a grant. Students who do not demonstrate financial need but meet other criteria may receive the minimum award of \$100.

Supplemental Educational Opportunity Grant—a grant program funded by the federal government and administered by the College. The program is designed to assist students from low-income families.

Gettysburg College Loan—a loan program made available by Gettysburg College.

National Direct Student Loan—a loan program funded by the federal government and administered by the College.

College Work-Study Program—an employment program funded by the federal government and the College.

Grants need not be repaid; but the College hopes that recipients will recognize that they have incurred an obligation and will therefore subsequently contribute as they can to help insure that the benefits which they enjoyed will be available to others.

Approximately thirty-three percent of the students receive financial assistance in some form from the College. About sixty-five percent of the Gettysburg College student body receives aid from the College or other sources.

Rules governing all types of financial aid are stated in the Financial Aid Agreement that is enclosed with the Notification of Financial Aid.

Endowed Scholarships (Grants-in-aid) Student Aid

All students who apply for financial assistance and are determined to have financial need will be considered for these scholarships (grants-in-aid). Recipients are selected by the College.

Though the College administers scholarships restricted to members of a particular sex, the discriminating effect of these awards has been eliminated in the overall administration of the financial aid program through use of other funds made available by the College.

Frederic S. Almy, Sr. Scholarship Fund: The income from a fund created by his son in memory of a man who did not have the opportunity to attend college, for a deserving and financially needy student.

The Alumni Fund: The income from a fund established by the alumni for needy and deserving students with preference given to children of alumni.

Ruth C. Apple Scholarship Fund: The income from a fund established in honor of their mother by members of the Apple family of Sunbury, Pennsylvania, to be awarded to promising but needy students with a preference to those from Snyder, Union or Northumberland Counties in Pennsylvania, especially those with skills and aspirations in the performing arts.

Richard A. Arms Scholarship Fund: The income from a fund contributed by the Class of 1924 in memory of the Chairman of the Mathematics Department (1920-1963) is awarded to a worthy student.

Dr. Joseph B. Baker (1901) and Rena L. Baker Scholarship Fund: The income from a fund donated by the Woman's General League of Gettysburg College is given to a needy and deserving student in the Music Department.

Dr. Ray Alfred Barnard (1915) Scholarship Fund: The income from a fund provided by Dr. Barnard is given to a male student from the Central Pennsylvania Synod who is preparing for the Lutheran ministry.

The Rev. Sydney E. Bateman (1887) Scholarship Fund: The income from the fund is awarded to a needy ministerial student.

Belt Hess-Quay Scholarship Fund: The income from a fund provided by Effie E. Hess Belt (1898) in commemoration of several relatives is awarded as follows: first preference is given to a member of Grace Lutheran Church, Westminster, Maryland; second preference to any other resident of Carroll County, Maryland, who is pursuing theological studies at the College; and third preference is given to any deserving student.

Helen A. and James B. Bender Scholarship Fund: The income from the fund is granted on the basis of need and ability, preference being given to residents of Adams County, Pennsylvania, majoring in Economics and/or Business Administration.

Jesse E. Benner (1907) and Minerva B. Benner Scholarship Fund: The income from a bequest is used to aid worthy students, preferably preministerial students.

Burton F. Blough Scholarship Fund: The income from a fund contributed by a former trustee is used to aid needy and deserving students.

Jean Aument Bonebrake Presidential Scholarship Fund: A fund established by Roy Bonebrake (1928) in memory of his wife, the income of which shall be awarded to promising and worthy students in need of scholarship aid, with preference given to students who possess exceptional academic abilities and outstanding promise.

Harry F. Borleis (1925) Scholarship Fund: The income from a bequest is used to assist needy and deserving students.

Elsie Paul Boyle (1912) Scholarship Fund: The income from a gift by Elsie Paul Boyle is awarded to a needy and worthy student, preference given to a Lutheran from Weatherly, located in Carbon County, Pennsylvania.

Henry T. Bream (1924) Scholarship Fund: The income from a fund contributed by alumni and friends of the College in honor of Henry T. Bream, Professor of Health and Physical Education, 1926-1969, is awarded to a needy and deserving male scholar-athlete.

Lavern H. Brenneman (1936) Scholarship Fund: The income from a fund provided by Lavern H. Brenneman (1936), former Chairman of the Board of Trustees of the College, and his wife, Miriam, in honor of their son, James (1960); daughter-in-law, Mary Jane (1960); granddaughter, Kathleen (1984); and grandson, Stephen (1987) to be awarded annually to needy and deserving students.

Randall Sammis Brush (1973) Memorial Scholarship: The income from a fund contributed by family and friends in memory of Randall Sammis Brush is awarded to a needy and deserving student particularly proficient in the study of history.

Edward B. Buller (1923) Scholarship Fund: The income from a fund contributed by the Lutheran Church of the Good Shepherd, Pearl River, New York, and friends in honor of the Rev. Edward B. Buller is awarded to a deserving student, preference being given to a student from Good Shepherd congregation.

Cambridge Rubber Foundation Scholarship Fund: The income from the fund given by the Foundation is awarded to a qualified male student. First preference is given to an employee or relative of an employee of Cambridge Rubber. Second preference is given to a resident of Adams County, Pennsylvania, or Carroll County, Maryland.

Dr. Anthony G. Ciavarelli (1933) Scholarship Foundation: The income from a scholarship established by Dr. Anthony G. Ciavarelli is awarded annually to a student (or students) who demonstrates superior character, industry, serious academic purpose, and financial need. Preference is to be given to a student preparing for the medical profession. If there are no students who demonstrate financial need (who are preparing for the medical profession), then the income may be used to aid other students who demonstrate financial need. If there are no students who demonstrate financial need, then the College may use the income for any purpose it determines.

Class of 1903, George S. Rentz Memorial Fund: The income from the fund is used in support of the College scholarship program.

Class of 1913 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1915 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1916 Scholarship Fund: The income from the fund is awarded to a needy and deserving sophomore.

Class of 1917 Schmucker-Breidenbaugh Memorial Scholarship Fund: The income from the fund is awarded to a needy and deserving student or students.

Class of 1918 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1921 Scholarship Fund: The income from the fund is awarded to a needy and deserving student.

Class of 1933 Scholarship Fund: The income from a fund established by members of the Class of 1933 is awarded to needy and promising students. Preference is given to students who, beyond academic and personal qualifications, are descendants of members of the Class of 1933.

The Ernst M. and Agnes H. Cronlund Memorial Scholarship Fund: The fund was established in memory of Ernst Magnus and Agnes Hoffsten Cronlund by their children Ernest and Shirley, Eleanor, Martin (1929) and Rebecca, Raymond (1933) and Lillian. The income is awarded to needy and promising students.

W. K. Diehl (1886) Scholarship Fund: The income from a fund created by Norman E. Diehl in memory of his father, W. K. Diehl, D.D., is used to provide scholarships to needy and deserving students.

Chris Ebert (1965) Memorial Fund: The fund was established in memory of Chris Ebert by his father and mother. The income is awarded annually to a needy student. First preference is given to a student who is pursuing a career in teaching or majoring in mathematics, and/or participating in intercollegiate wrestling; second preference is given to a student who is studying for the ministry.

The Charles L. "Dutch" Eby (1933) Scholarship Fund: The income from a fund established by the family and friends of Charles L. Eby is awarded to needy students. Preference is given to students who, beyond academic and personal qualifications, are residents of Southcentral Pennsylvania and have demonstrated leadership ability through active participation and excellent performance in extracurricular activities.

Jacob C. Eisenhart and Rosa Bott Eisenhart Scholarship Fund: The income from a fund established by the J. C. Eisenhart Wall Paper Company is awarded to a deserving Lutheran preministerial student.

The Dwight D. Eisenhower Scholarship: Established by the Eisenhower Society in honor of the thirty-fourth President of the United States, a former resident of the community of Gettysburg and a friend and trustee of the College. The Society is dedicated to the preservation of the qualities and ideals of

Dwight D. Eisenhower and the contributions which he made to world peace. The income from the fund is awarded to needy students who exemplify superior qualities of honesty, integrity, and leadership.

Clarence A. Eyler (1880) and Myrtle B. Eyler Scholarship Fund: The income from a bequest is awarded to a worthy Lutheran preministerial student.

Annie C. Felty Scholarship Fund: The income from the fund is given to a needy and deserving student.

Wilbur H. Fleck (1902) Memorial Scholarship Fund: The income from a bequest is awarded to a graduate cum laude of the Protestant faith of the Wyoming Seminary.

Dr. Daniel F. Garland (1888) Scholarship Fund: The income from the fund is awarded to a deserving ministerial student.

Richard W. Gaver (1966) Memorial Scholarship Fund: The income from a fund contributed by Dr. and Mrs. Leo J. Gaver in memory of their son is awarded to a worthy student, preference being given to a premedical student.

Lorna Gibb Scholarship Fund: The income from a fund established by the Gibb Foundation in memory of the Foundation's founder is awarded to needy students who have demonstrated good academic ability as well as the willingness to contribute to the Gettysburg campus community in other ways.

Dr. and Mrs. James E. Glenn Scholarship Fund: The income from a fund contributed by J. Donald Glenn (1923) in memory of his parents is awarded to a worthy student preparing for the Christian ministry or the medical profession.

Gordon-Davis Linen Supply Company Scholarship Fund: The income from a fund contributed by the company is awarded to a deserving student.

Grand Army of the Republic Living Memorial Scholarship Fund: The income from a fund donated by the Daughters of Union Veterans is awarded to a needy and deserving student, preferably the descendant of a Union veteran.

Ida E. Grover Scholarship Fund: The income from a bequest is awarded to a needy and deserving student.

John Alfred Hamme (1918) Scholarship Fund: The income from a fund given by Mr. Hamme is awarded to a deserving student.

Marie H. Harshman Scholarship Fund: The income from a bequest made by Marie H. Harshman is awarded to a Lutheran student preparing for the ministry. Preference is given to a student who intends to enroll at the Lutheran Theological Seminary of Gettysburg.

The Robert W. Hemperly (1947) Memorial Fund: The fund was established in memory of Dr. Hemperly by Mr. and Mrs. G. M. Easley. The income is awarded annually to one or more needy students of high academic ability and outstanding personal qualifications, preference being given to a student preparing for a career in medicine or dentistry.

The Rev. Clinton F. Hildebrand, Jr. (1920) and Mrs. Clinton F. Hildebrand, Jr. Scholarship Fund: The income from a fund is used to aid worthy preministerial students.

Edgar L. Hildebrand (1928) Scholarship Fund: The income from a fund established by Louis O. Hildebrand as a memorial to his son Edgar L. Hildebrand is awarded each year to worthy students of the College.

Dr. and Mrs. Leslie M. Kauffman Scholarship Fund: The income from a fund donated by Dr. Leslie M. (1890) and Nellie G. Kauffman is awarded to a deserving student, preference being given to students of Franklin County, Pennsylvania, or preministerial or premedical students.

Hon. Hiram H. Keller (1901) Scholarship Fund: The income from a bequest by Mr. Keller, a former trustee, is granted on the basis of need and ability, preferably to applicants from Bucks County, Pennsylvania.

Alvan Ray Kirschner Scholarship Fund: The fund was established by Mr. and Mrs. C. J. Kirschner in memory of their son who lost his life in World War I. The income from the fund is awarded to two students, preference being given to applicants from Hazleton and vicinity. Applications for these scholarships should be made directly to Mr. Carl E. Kirschner, Attorney at Law, Northeastern Building, Hazleton, Pennsylvania 18201.

Klette Scholarship Fund: The income from a fund established by Dr. Immanuel Klette (1939) and friends in honor of Mrs. Margaret Klette, is awarded to a student (or students) whose activities evidence an innovative accomplishment and potential in the promotion of human betterment.

Kathleen M. and Samuel W. Knisely (1947) Scholarship Fund: The income from a fund established by Dr. and Mrs. Samuel W. Knisely is awarded to students majoring in or intending to major in biology or chemistry who show promise for contributions to their chosen field of study.

The Rev. Frederick R. Knubel (1918) Memorial Scholarship Fund: The income from a fund given by John M. McCullough (1918) in memory of his classmate, is awarded to an outstanding senior ministerial student who has financial need.

Bernard S. Lawyer (1912) Scholarship Fund: The income from a bequest shall be awarded to needy and deserving students, preference to be given first to members or former members of St. Mary's Evangelical Lutheran Church, Silver Run, Maryland, and second to members or former members of Evangelical Lutheran Churches in Maryland and Pennsylvania.

Clarence Gordon and Elfie Leatherman Scholarship Fund: The income from a fund given by the Leathermans is awarded to a deserving preministerial student.

The Rev. H. J. H. Lemcke (1860) Memorial Scholarship Fund: The income from a fund given by Ruth Evangeline Lemcke in memory of her father is awarded to worthy male students who are graduates of Pennsylvania secondary schools.

Frank M. Long (1936) Memorial Scholarship Fund: The income from a fund is given in memory of Frank M. Long to worthy students.

The Lutheran Brotherhood Fund for Lutheran Students: The income from a fund established by The Lutheran Brotherhood to be awarded to one or more worthy and promising Lutheran students who demonstrate financial need.

Charles B. McCollough, Jr. Memorial Scholarship Fund: The income from a fund provided by Charles B. McCollough (1916) and Florence McCollough in memory of their son and by H. R. Earhart in memory of his grandnephew is awarded to one or more worthy male students.

William R. McElhiney (1936) Scholarship Fund: The income from a fund provided by William R. and Pauline McElhiney to be awarded annually and to be divided equally among needy and deserving students who demonstrate an interest in the College band and the College choir.

Mahaffie Scholarship Fund: A fund initiated by Ralph Mahaffie (1922), in honor of his brother James Eugene Mahaffie (1916), the income of which will be awarded to worthy and promising students in need of scholarship funds.

Charles H. May (1904) Scholarship Fund: The income from a bequest by Mr. May is awarded to deserving male students from York County, Pennsylvania.

Dr. John E. Meisenhelder (1897) Scholarship Fund: The income from a bequest by Dr. Meisenhelder is awarded to a deserving student.

Forrest L. Mercer (1908) Scholarship Fund: The income from a bequest by Forrest L. Mercer is awarded to a deserving and needy student.

J. Elsie Miller (1905) Scholarship Fund: The income from a bequest by Mr. Miller is awarded to a preministerial student.

Miller-Dewey Scholarship Fund: The income from a bequest by the Rev. Adams B. Miller (1873) is awarded to a deserving student.

Rev. William J. Miller (1903) Scholarship Fund: The income from a bequest by Mary Willing Miller is awarded to worthy young persons. Preference is given to students preparing for the Lutheran ministry and especially to those from Tabernacle Evangelical Lutheran Church, Philadelphia, Pennsylvania.

Musselman Scholarship Fund: The income from a fund established by The Musselman Foundation, to be awarded to a deserving student, with preference given to sons or daughters of employees of the Musselman Fruit Product Division, Pet Incorporated.

John Spangler Nicholas (1916) Scholarship Fund: The income from a bequest by John Spangler Nicholas is awarded to a member of the Junior or Senior Class of sterling character and high intellectual ability in the Department of Biology, preferably zoology.

Nellie Oller and Bernard Oller Memorial Scholarship Fund: The income from a bequest by Ida R. Gray in memory of her daughter and son-in-law is awarded to a deserving student, preference being given to a Lutheran applicant from Waynesboro, Pennsylvania.

Lovina Openlander Scholarship Fund: The income from the fund is awarded to needy and deserving students.

Thomas O. Oyler Scholarship Fund: The income from a fund provided by Thomas O. Oyler, Sr., and his wife Janet B. Oyler, in honor of their children, Thomas O. Oyler, Jr., Jane A. Oyler, Jerome P. Oyler, William J. Oyler (1977), and Susan T. Oyler (1985), to be awarded annually to a deserving Pennsylvania student whose major is Management or German with elective courses in the other field of study.

The Lillian M. and William H. Patrick, Jr. (1916) Scholarship Award: The income from a bequest by William H. Patrick, Jr., is awarded on a competitive basis to students with musical ability.

Willard S. Paul Scholarship Fund: The income from a fund contributed in his honor by friends of the College on the occasion of President Paul's retirement and thereafter awarded to a deserving student.

Earl G. Ports (1923) Scholarship Fund: The income from a fund provided by Horace G. Ports (1925) in memory of his brother is awarded to a worthy student preferably in the Department of Physics.

Dr. and Mrs. Carl C. Rasmussen Scholarship Fund: The income from a fund donated by The Reverend Carl C. (1912) and Alma I. Rasmussen is awarded to a deserving student. Preference is given to a student preparing for the ministry in the Lutheran Church.

Rev. Clay E. Rice (1911) Scholarship Fund: The income from a fund established by Minnie Catherine Rice in honor of her husband, Rev. Clay E. Rice, is awarded to a student preparing for the ministry.

John S. and Luéne Rice Scholarship: The income from a fund provided by Ellen F. and Luéne Rice which is to be awarded to students of exceptional academic ability and outstanding promise of contributions to the College as a part of the Presidential Scholars Program.

James A. Rider (1942) Scholarship Fund: The income from a fund established by James A. Rider is awarded to worthy and deserving students determined to be in financial need. Preference is to be given first to dependents of active employees of Thermos Industries, Inc., of Raleigh, North Carolina; second, to students who compete in intercollegiate athletics; and third, to students who may be orphans.

Lawrence E. Rost (1917) Fund: The income from a fund established by Jeanne Preus Rost in memory of her husband, Lawrence E. Rost, is awarded to deserving students, descendants of Charles A. Rost, Red Lion, York County, Pennsylvania, being given first consideration.

Philip P. Rudhart Scholarship Fund: The income from a bequest by Emma Bennix in memory of her brother is awarded to deserving male students.

Mary Sachs Scholarship Fund: The income from a fund established as a memorial to Mary Sachs is awarded to a needy and deserving student, preference given to a student in business administration whose interests are in retailing.

Andrew C. Schaedler Foundation Scholarship: The income from a fund established as a memorial to Andrew C. Schaedler is awarded to worthy and needy students from Central Pennsylvania who graduated from a high school located in Dauphin, Lebanon, Cumberland, York, Franklin, Lancaster, Perry, Mifflin, Adams, Northumberland, or Huntingdon County.

Calvin L. Schlueter Scholarship Fund: The income from a bequest by Calvin F. Schlueter is awarded to needy and promising students.

Gregory Seckler (1965) Memorial Scholarship Fund: The income from a fund given by Mr. and Mrs. J. M. Arnold, Sr., in memory of Gregory Seckler, is awarded to a deserving student, preference being given to an English major.

Ralph E. Sentz (1949) Scholarship Fund: The income from a fund provided by Ralph E. Sentz, loyal alumnus and member of the Board of Fellows of Gettysburg College, and his wife, Veronica, to be awarded annually to needy and deserving students, preference being given to those with disabilities.

Joseph T. Simpson/Dwight D. Eisenhower Scholarship Fund: A fund established by the friends and colleagues of Joseph Simpson, the income of which shall be available to worthy and promising students in need of scholarship aid, with preference given to those students with exceptional leadership ability.

Edgar Fahs Smith (1874) Scholarship: The income from a fund provided by Margie A. Smith in honor of her father, Edgar Fahs Smith, is given to a student recommended by the Chemistry Department.

Mary Ann Ocker Spital Scholarship Fund: The income from a bequest is awarded to a qualified male student.

Edward J. Stackpole Scholarship Fund: The income from a fund contributed by the friends of General Stackpole is awarded to a deserving student, preference being given to a student in American history interested in the Civil War.

The Rev. Milton H. Stine (1877) and Mary J. Stine Memorial Scholarship Fund: The income from a fund provided by Dr. Charles M. A. Stine (1901) in memory of his parents is awarded to a preministerial student.

Dr. J. H. W. Stuckenberg Scholarship Fund: The income from a bequest by Dr. Stuckenberg is awarded to a qualified student.

Surdna Foundation Scholarship: The income from a gift of the Surdna Foundation is awarded to students of exceptional academic ability and outstanding promise of contributions to the College.

Warren L. Swope (1943) Scholarship Fund: The income from a fund contributed by Warren L. Swope, a career diplomat, is awarded to a qualified student, preference being shown to students of American parentage who have spent a significant portion of their pre-college years abroad.

William J. (1929) and Ruth Krug Thomas (1928) Scholarship Fund: The income from a fund given by the Thomases in gratitude for the contribution the College has made toward the enrichment of their lives, to be given to worthy students, preferably English majors.

Colonel Walter K. Thrush Fund: The income from a fund provided by the estate of Edna L. Thrush in memory of her husband, Walter K. Thrush (1919), to assist a student who is a member of ATO Fraternity endeavoring in the course of engineering, the recipient to be chosen by the Trustees of the College.

Parker B. Wagnild Scholarship Fund: The income from a fund contributed by alumni and friends of the Gettysburg College Choir is given to needy and deserving students in the Music Department.

The John G. Walborn (1937) Scholarship Fund: The income from a fund provided by John G. Walborn is given to needy and deserving students, preferably those majoring in Economics or Business Administration.

The Stuart Warrenfeltz Memorial Fund: The income from a bequest by Ethel Warrenfeltz McHenry in memory of her son Stuart Warrenfeltz is awarded to a worthy young man, preference being given to students from Funkstown, Washington County, Maryland.

Dr. Rufus B. Weaver (1862) Scholarship Fund: The income from a bequest by Dr. Weaver is awarded to deserving students.

The Rev. David Sparks Weimer and Joseph Michael Weimer/Dwight D. Eisenhower Scholarship Fund: A fund initiated by Mrs. Ralph Michener daughter and sister of David and Joseph Weimer, the income of which will be awarded to worthy and promising students in need of scholarship aid.

Senator George L. Wellington Scholarship Fund: The income from a bequest by Mr. Wellington is awarded to a deserving Lutheran preministerial student.

Richard C. Wetzel Scholarship: The income from a fund contributed by Richard C. Wetzel is awarded to a deserving and needy student.

Jeremiah A. Winter and Annie C. Winter Memorial Scholarship Fund: The income from a fund contributed by Amelia C. Winter in memory of her parents is granted to a needy and deserving student.

Norman S. Wolf (1904) Scholarship Fund: The income from a fund contributed by Dr. Spurgeon M. Keeny (1914) in honor of the Rev. Norman S. Wolf is awarded to a worthy student, preference being given to a student who is fatherless.

Woman's League Scholarship Fund: The income from a fund established by The Woman's General League of Gettysburg College to be awarded to needy and promising students.

John B. Zinn Scholarship Fund: A fund established by friends and former students of Professor John B. Zinn, former Chairman of the Chemistry Department, to provide support for promising students, who demonstrate need, with preference given to students preparing for fields associated with the healing arts.

Loan Funds for Students

The Rev. Edward I. Morecraft (1924) Memorial Loan Scholarship Fund: This fund was established by the St. James Lutheran Church of Stewart Manor, Long Island, in memory of its former pastor.

Milton T. Nafey and Mary M. Nafey Student Loan Fund: A bequest from the estate of Mary M. Nafey provides a fund for student loans.

The Charles H. Rothfuss and Martha Huffman Rothfuss Loan Scholarship Fund: This fund was contributed by Dr. E. Lloyd Rothfuss (1916) in memory of his parents.

Other Aid for Students

Scholarships

AAL Lutheran Campus Scholarship: Aid Association for Lutherans makes available scholarship funds each year to assist needy students who hold membership with the association. Selection of recipients is made by the College.

Army ROTC Scholarships: United States Army Scholarships provide part or full tuition scholarships to some students enrolling in the ROTC program. After completing their education, students enter active duty in the United States Army as commissioned officers. Information on these scholarships may be acquired by writing to the Army ROTC, Gettysburg College, Gettysburg, PA 17325.

Frank D. Baker Scholarship Fund: An award available to aid worthy students in immediate need. Selection of recipients is made by the College.

Lutheran Brotherhood Lutheran Senior College Scholarship: The scholarships are awarded to Lutheran students who will begin their first year of post-secondary study at Gettysburg College. Recipients are selected by Gettysburg College on the basis of scholastic achievement, religious leadership, and financial need.

Lutheran Brotherhood Members' Scholarship Program: Established to assist Lutheran Brotherhood members attending accredited post-secondary institutions. Information is available from Lutheran Brotherhood, 701 Second Avenue South, Minneapolis, Minnesota 55402.

Frank L. Daugherty (1922) Scholarship Fund: The income from a trust established by Frank L. Daugherty is awarded to a deserving York County resident who would not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

Christian R. and Mary F. Lindback Foundation Scholarship Fund: The scholarship is awarded preferentially to residents of New Jersey, Pennsylvania, Delaware, or Maryland who are of high character and ability.

Guy L. Moser Fund: Mr. Guy L. Moser established a trust fund to support grants to male students from Berks County, Pennsylvania, who are majoring in American history and who rank in the upper third of their class. Applications for these grants should be made directly to the National Central Bank, 515 Penn Street, Reading, Pennsylvania 19603.

Charlotte L. Noss Scholarship Fund: The income from a trust established by Charlotte Noss is awarded to a deserving female student from York County, Pennsylvania, who will not otherwise be able to attend Gettysburg College for a lack of finances. The recipient is selected by the College.

The Ernest D. Schwartz (1916) Scholarship Fund: The income from a fund established in memory of Ernest D. Schwartz is awarded to a needy and worthy student. The recipient is selected by the College.

Weaver-Bittinger Classical Scholarship: The income from a trust created by Rufus M. Weaver (1907) is awarded to a needy and deserving student(s) who has demonstrated outstanding academic achievement. Recipients are selected by Gettysburg College.

State and Federal Scholarship Programs

Pell Grant: A federal grant program to enable students to attend colleges and universities; awarded by the Office of Education.

State of Connecticut Scholarship: An award given by the State of Connecticut to students who are residents of Connecticut. The students are selected on the basis of academic achievement and financial need. Information on these scholarships should be acquired from the high school guidance office.

Maryland Scholarship: An award made available by the State of Maryland to residents of Maryland. The recipients are selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

Pennsylvania Higher Education Grant: An award given to students who are residents of Pennsylvania, selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

There are other states with scholarships and/or grant programs. Further information may be available at high school guidance offices.

State and Federal Loan Programs

Guaranteed Student Loan: This education loan program enables students to borrow directly from a bank, credit union, savings and loan association or other participating lender. Students may borrow up to \$2,500 per academic year, \$12,500 maximum for undergraduate study. The interest rate is 8% and repayment of the principal and interest begins 6 months after completion of college.

Parent Loan for Undergraduate Study: Parents of dependent undergraduate students may borrow up to \$3,000 per academic year through this federally sponsored program. Total borrowing may not exceed \$15,000, and the repayment period can be from 5 to 10 years, beginning 60 days after the first loan is advanced. Applications for PLUS loans may be obtained at a participating lender.

PHEAA-HELP Loans: This program of higher education loans through the Pennsylvania Higher Education Assistance Agency can provide a total of \$10,000 per student, per year. The program offers a "package" of student loans and parent loans which are available to both Pennsylvania residents *and* non-residents who are attending a Pennsylvania college. Interest rates may vary from 8% on student loans of up to \$2500 per year to 12% on the parent loan portion. The repayment of loans may extend over a maximum of ten years. Application materials are available through PHEAA-HELP in Harrisburg and the Office of Financial Aid at Gettysburg College.

Cooperative Installment Payment Plan

In affiliation with a local bank, Gettysburg College offers an installment payment plan to parents that covers a portion of the yearly educational costs. Interest rates are fixed over the term of the repayment schedule, which may be from one to five years, beginning 45 days after execution of the note. The College is the guarantor of each loan; therefore, the interest rate is lower than the regular market rate. Application is made through the Financial Aid Office.



GETTYSBURG

Register

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Baltimore, Maryland

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District Manager

Chief Financial Officer's Organization
AT&T Company
New Brunswick, New Jersey

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Bishop

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Lutheran Church in America
Harrisburg, Pennsylvania

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President
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Arlington, Virginia

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Retired Judge
Baltimore, Maryland

Edward V. Randall (1985)
Senior Vice President
Pittsburgh National Bank
Pittsburgh, Pennsylvania

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Vice President
The Boston Company
Boston, Massachusetts

Arline E. Shannon (1981)
Lititz, Pennsylvania

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Director
Office of Women in Higher Education
American Council on Education
Washington, D.C.

***F. William Sunderman, M.D.** (1967-1979)
Director
Institute for Clinical Sciences
Philadelphia, Pennsylvania

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Director of Athletics
Pennsylvania State University
University Park, Pennsylvania

James R. Thomas (1981)
Vice President—Finance
CPC North America
Allendale, New Jersey

Richard L. Unger (1981)
Agent
Lutheran Brotherhood Insurance
Gettysburg, Pennsylvania

Earl W. Zellers (1979)
Pastor
St. Mark Lutheran Church
Annville, Pennsylvania

Morris G. Zumbrun (1982) *ex-officio*
Bishop
Maryland Synod
Lutheran Church in America
Baltimore, Maryland

¹The dates following the names indicate years of previous service and the beginning year of present service on the Board of Trustees.

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Charles W. Wolf
Gettysburg, Pennsylvania

Irvin G. Zimmerman
Swarthmore, Pennsylvania

Administration (1985-1986 Academic Year)

Charles E. Glassick 1977-
President and Professor of Chemistry
B.S., Franklin and Marshall College; M.A., Ph.D.,
Princeton University; D.Sc., University
of Richmond

Jean S. LeGros 1978-
Assistant to the President
B.A., Gettysburg College

Karl J. Mattson 1977-
Chaplain
B.A., Augustana College (Illinois); B.D.,
Augustana Theological Seminary; S.T.M., Yale
Divinity School

Markus Dithlale 1985-
Assistant Chaplain
Diploma in Theology, Marang Lutheran
Theological Seminary

David B. Potts 1979-
Dean of the College and Professor of History
B.A., Wesleyan University; M.A., Ph.D.,
Harvard University

Robert C. Nordvall 1972-
Associate Dean of the College
B.A., DePauw University; J.D., Harvard
Law School; Ed.D., Indiana University

G. Ronald Couchman 1967-
Assistant Dean of the College and Registrar
B.A., Gettysburg College

Karen Wiley Sandler 1985-
Assistant Dean of the College
B.A., Principia College; M.A.,
The Pennsylvania State University; Ph.D.,
The University of Pennsylvania

Richard K. Wood 1969-
Director of Academic Computing
B.A., Earlham College; M.S. (2), University
of Wisconsin

William Wilson 1979-
Coordinator of Academic Computing
B.A., Gettysburg College; M.A., Ph.D.,
University of Connecticut

Kim S. Breighner 1975-
Computer Operator
A.S., York College of Pennsylvania

Willis M. Hubbard 1983-
College Librarian
B.A., Monmouth College (Illinois); M.S.,
University of Illinois; M.A., Southern Illinois
University

Mary G. Burel 1970-
Technical Services Librarian
B.A., University of Oklahoma; M.S.L.S.,
Florida State University

David T. Hedrick 1972-
Special Collections Librarian
B.A., Emory and Henry College; M.A.,
University of Denver

Dwight A. Huseman 1971-
Systems and Serials Librarian and
Director of Church Relations
A.B., Susquehanna University; B.D., S.T.M.,
Lutheran Theological Seminary,
Philadelphia; M.S.L.S., Drexel University

Anna Jane Moyer 1961-
Readers' Services Librarian
A.B., Susquehanna University; M.S.L.S.,
Drexel University

Martha N. Payne 1984-
Catalog Librarian
L.W.C.M.D., Welsh College of Music and
Drama, Wales; Certificate in Education,
University of Wales, Cardiff; M.L.S.,
Indiana University

Frances H. Playfoot 1972-
Assistant Readers' Services Librarian
B.A., The George Washington University;
M.S.L.S., Shippensburg University

H. Wayne Wolf 1985-
Audio Visual Services Coordinator
A.F.A., B.S., Ferrum College

Frank B. Williams 1966-
Dean of Educational Services
B.A., M.A.T., Wesleyan University; Ed.D.,
University of Pennsylvania

Salvatore Ciolino 1971-
Associate Dean of Educational Services
B.A., State University of New York at Geneseo;
M.S., State University of New York at Albany;
D.Ed., Nova University

Ronald L. Shunk 1983-
Director of Financial Aid
B.A., M.Ed., The Pennsylvania State
University

Edward G. Hook 1982-
Director of Administrative Computing
B.A., Lycoming College

Nancy C. Locher 1968-
Dean of Student Advisement
B.A., Mary Baldwin College; M.A., University
of North Carolina

Delwin K. Gustafson 1967-
Director of Admissions
B.A., Augustana College (Illinois); J.D.,
University of Nebraska

Daniel A. Dundon 1972-
Associate Director of Admissions
B.A., State University of New York at
Buffalo; M.A., Eastern Michigan University

Kristin Ardell 1985-
Admissions Counselor
B.A., Gettysburg College

Denise Dunn 1985-
Admissions Counselor
B.A., Gettysburg College

Darryl W. Jones 1985-
Admissions Counselor
B.A., The Pennsylvania State University

Jennifer Seller 1984-
Admissions Counselor
B.A., Dickinson College

Gail Sweezy 1983-
Admissions Counselor
B.A., Allegheny College

Robert T. Hulton 1957-
Director of Intercollegiate Athletics and
Associate Professor of Health and Physical
Education, B.A., Grove City College

Donald L. Anderson 1982-
Head Coach/Men's Basketball
Assistant Coach/Men's LaCrosse
B.A., Franklin and Marshall College

Lois J. Bowers 1969-
Coordinator of Women's Athletics and
Associate Professor of Health and Physical
Education, B.S., Temple University; M.Ed.,
Western Maryland College

Darwin P. Breaux 1985-
Head Coach/Wrestling
Assistant Coach/Football
B.S., M.Ed., West Chester State College

John W. Campo 1985-
Assistant Coach/Football
Assistant Coach/Baseball
B.S., University of Delaware; M.S.,
Queens College of the City University
of New York

Doreen M. Drexel 1984-
Head Coach/Women's Volleyball
Head Coach/Women's Tennis
B.S., M.S., Frostburg State College

R. Eugene Hummel 1957-
Head Coach/Baseball and Associate
Professor of Health and Physical
Education, B.A., Gettysburg College;
M.A., Columbia University

Anne K. Hurst 1984-
Head Coach/Women's Basketball
Head Coach/Women's Softball
B.A., M.A., Morehead State University

Michael K. Rawleigh 1985-
Head Coach/Swimming
B.A., University of North Carolina at
Chapel Hill

J. Edward Riggs, Jr. 1984-
Head Coach/Track and Field
Head Coach/Cross Country
B.A., Gettysburg College; M.Ed.,
Western Maryland College

Barry H. Streeter 1975-
Head Coach/Football and Assistant Professor
of Health and Physical Education
B.A., Lebanon Valley College; M.S.,
University of Delaware

David W. Wright 1986-
Head Coach/Soccer
Assistant Coach/Track and Field
B.S., State University of New York at Cortland;
M.A., Brigham Young University

Susan M. Brady 1982-
Dean of Student Life
B.S., Ed.D., University of Massachusetts,
Amherst

Mary D. Gutting 1979-
Associate Dean of Student Life
B.S., University of Northern Colorado;
M.Ed., Colorado State University

Bernard J. Davisson II 1985-
Assistant Dean of Student Life
B.S., Frostburg State College; M.A.,
The Ohio State University

Deanna Forney 1978-
Director of Career Services
B.A., Gettysburg College; M.A., The
Pennsylvania State University; M.A.,
University of Maryland

Rebecca Sisley 1984-
Assistant Director of Career Services
B.A., Thiel College; M.A., Indiana
University

William H. Jones 1964-
Coordinator of Counseling
B.A., Eastern Nazarene College; M.A.,
University of Wisconsin; Ed.D., Boston
University

Frances Parker 1980-
Counseling Psychologist
B.A., M.A., University of Kentucky

Donna M. Behler 1985-
Health Services Director/Nurse Practitioner
B.S.N., University of Maryland School
of Nursing; M.S.N., Vanderbilt University
School of Nursing

John Dufendach, M.D. 1985-
Medical Director
B.S., Albright College; M.D., The
Pennsylvania State University College
of Medicine

Edward F. McManness 1970-
Director of the College Union
B.S., M.S., East Texas State University;
M.B.A., Mt. St. Mary's College

Susan E. Hubbell 1985-
Program Director—College Union
B.A., Muhlenberg College; M.Ed.,
University of Vermont

Brian J. DeVost 1985-
Director of Intramurals/Recreation and Fitness
B.A., Mount Allison University; B.A., Concordia
University, Montreal, Quebec; M.S., Southern
Illinois University at Carbondale

Harry B. Matthews 1985-
Associate Dean of Minority Advancement
B.A., State University of New York at Oneonta;
M.A., Northern Michigan University

William P. VanArsdale 1985-
Treasurer/Business Manager
B.S., Villanova University
M.Ed., Antioch Graduate School of Education

Roland E. Hansen 1973-
Assistant Business Manager
B.A., Nebraska Wesleyan University

Michael Malewicki 1976-
Director of Personnel
B.A., Gettysburg College; M.S., Shippensburg
University; M.B.A., Mt. St. Mary's College

Gary L. Anderson 1973-
Director of Auxiliary Services
B.A., University of Albuquerque;
M.B.A., Mt. St. Mary's College

Thomas Phizacklea 1982-
Manager, College Store
B.A., University of Pittsburgh, Johnstown

Jay P. Brown 1947-
Bursar
Certificate, American Institute of Banking

Timon K. Linn 1985-
Director of Safety and Security

Martin L. Crabill 1986-
Director of Physical Facilities

Richard Page Allen 1978-
Vice President for College Relations
A.B., Lafayette College

Gary Lowe 1978-
Associate Vice President for College Relations
B.S., Denison University; M.S., Miami
University

Bruce Bigelow 1983-
Director of Major Gifts/Planned Giving
B.A., College of Wooster; M.A., Ph.D.,
University of Chicago

Susan G. Warren 1985-
Associate Director of Development
B.A., Centre College of Kentucky

Margaret E. McConnell 1985-
Assistant Director of Development for
Special Support Programs; B.A., M.Ed.,
Westminster College

Arthur G. Wasserman 1983
Director of Annual Giving
A.B., Dickinson College

Nancy Nord Bence 1985-
Assistant Director of Annual Giving
B.S., Gettysburg College

Karen E. Evans 1985-
Assistant Director of Annual Giving
B.A., The College of Wooster; M.B.A.,
Cleveland State University

Carol Kefalas 1984-
Director of Public Relations
B.A., M.A., University of Iowa; Ph.D.,
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Linda Lagle 1984-
Associate Director of Public Relations
B.A., Coe College

Robert B. Kenworthy 1965-
Associate Director of Public Relations

Robert D. Smith 1965-
Director of Alumni Relations
B.S., Gettysburg College; M.S.,
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The Faculty (1985-1986 Academic Year)

Charles E. Glassick 1977-
President and Professor of Chemistry
B.S., Franklin and Marshall College; M.A.,
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David B. Potts 1979-
Dean of the College and Professor of History
B.A., Wesleyan University; M.A., Ph.D.,
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Emeriti

R. Henry Ackley 1953-1976
Professor of Music, Emeritus
B.A., Western Maryland College; Teacher's
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Albert Bachman 1931-1963
Professor of Romance Languages, Emeritus
Ph.D., University of Zurich; Agregation,
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Paul Baird 1951-1985
Professor of Economics, Emeritus
B.A., M.A., The Pennsylvania State University

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Professor of Romance Languages, Emeritus
B.S., Columbian Naval Academy; M.A.,
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Professor of History, Emeritus
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Professor of Speech, Emeritus
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Henry T. Bream 1926-1969
Professor of Health and Physical Education,
Emeritus, B.S., Gettysburg College; M.A.,
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Professor of Mathematics, Emeritus
B.S., United States Naval Academy; M.S.,
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Glendon F. Collier 1957-1983
Professor of German and Russian, Emeritus
B.A., Franklin and Marshall College; M.A.,
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Dean, Emeritus
B.A., Gettysburg College; M.A., Temple University

Helen H. Darrah 1961-1977
Professor of Biology, Emerita
B.S., M.S., University of Pittsburgh

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Professor of Biology, Emeritus
B.S., University of Pittsburgh; L.H.D.,
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Professor of Religion, Emeritus
B.A., Gettysburg College; B.D., Lutheran
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Caroline M. Hendrickson 1959-1984
Professor of Spanish Emerita
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Chester E. Jarvis 1950-1980
Professor of Political Science, Emeritus
A.B., M.A., University of California, Berkeley;
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Arthur L. Kurth 1962-1983
Professor of French, Emeritus
B.A., Yale College; Ph.D., Yale University

M. Scott Moorhead 1955-1981
Professor of Mathematics, Emeritus
B.S., M.A., Washington and Jefferson College;
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Charles E. Platt 1957-1983
Professor of Psychology, Emeritus
A.B., Wittenberg University; M.A., Ph.D.,
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Ingolf Qually 1956-1982
Professor of Art, Emeritus
B.A., St. Olaf College; B.F.A., M.F.A.,
Yale University

James H. Richards 1974-1983
Librarian Emeritus
B.A., Wesleyan University; B.S.L.S.,
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Norman E. Richardson 1945-1979
Professor of Philosophy, Emeritus
A.B., Amherst College; B.D., Yale Divinity School;
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Professor of English, Emerita
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Russell S. Rosenberger 1956-1981
Professor of Education, Emeritus
B.S., Geneva College; M.Litt., Ed.D., University
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Professor of Chemistry, Emeritus
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Professor of Philosophy, Emeritus
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Professor of Physics, Emeritus
B.A., Swarthmore College; M.S., Lehigh
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Professor of Psychology, Emeritus
B.A., Amherst College; M.A., Harvard University;
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Professor of Health and Physical Education,
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Professor of Chemistry, Emeritus
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Librarian, Emerita
B.A., Juniata College; B.S.L.S., Columbia
University

Parker B. Wagnild 1937-1976
Professor of Music, Emeritus
B.A., St. Olaf College; B.D., Lutheran Theological
Seminary, Gettysburg; M.S.M., Union Theological
Seminary; M.A., New York University; Mus.D.,
Thiel College; D.D., Gettysburg College

Janis Weaner 1957-1985
Professor of Spanish, Emeritus
B.A., Mary Washington College of the University
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Conway S. Williams 1949-1980
Professor of Economics and Business
Administration, Emeritus
A.B., Columbia University; M.S., Columbia
University School of Business

Waldemar Zagars 1956-1974
Professor of Economics, Emeritus
Dr. oec., University of Riga

Current Faculty

James Agard 1982-
Associate Professor of Art, Department
Chairperson, B.S., The State University of New
York at New Paltz; M.F.A., Rutgers University

Abbass Alkhafaji 1985-
Assistant Professor of Management
B.Com., University of Baghdad; M.B.A., Bowling
Green State University; M.S. (2), North Texas
State University; Ph.D., University of Texas
at Dallas

Charlotte E. S. Armster 1984-
Assistant Professor of German
B.A., Eastern Michigan University; M.A.,
Middlebury College; Ph.D., Stanford University

Robert D. Barnes 1955-
Dr. Charles H. Graff Professor of Biology
B.S., Davidson College; Ph.D., Duke University;
D.Sc., Davidson College

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Assistant Professor of Military Science
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University

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Associate Professor of Biology
B.S., M.S., Ph.D., University of Michigan

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Associate Professor of Music
A.B., Western Maryland College; M.A.,
New York University

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Assistant Professor of English
B.A., M.A., Ph.D., Temple University

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Associate Professor of Health and
Physical Education
B.S., Gettysburg College; M.S.,
Syracuse University

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Professor of Political Science
A.B., Amherst College; A.M., Ph.D.,
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Gabor S. Boritt 1981-
Associate Professor of History
B.A., Yankton College; M.A., University of South
Dakota; Ph.D., Boston University

Donald M. Borock 1974-
Associate Professor of Political Science,
Department Chairperson
B.A., M.A., Ph.D., University of Cincinnati

Keith H. Brower 1985-
Assistant Professor of Spanish
B.A., Salisbury State College; M.A., Ph.D.,
The Pennsylvania State University

Bruce W. Bugbee 1958-
Associate Professor of History
A.B., College of William and Mary; A.M., Ph.D.,
University of Michigan

Ronald D. Burgess 1980-
Assistant Professor of Spanish
B.A., Washburn University of Topeka; M.A.,
Ph.D., University of Kansas

Debra Campbell 1983-
Assistant Professor of Religion
B.A., Mount Holyoke College; Ph.D.,
Boston University

MAJ William H. Campbell 1985-
Assistant Professor of Military Science
B.S., M.A., University of Southern Mississippi

A. Ralph Cavaliere 1966-
Professor of Biology
B.S., M.S., Arizona State University; Ph.D.,
Duke University

Janet M. Claiborne 1985-
Assistant Professor of Health and
Physical Education
B.S., East Carolina University; M.S., Florida State
University; Ed.D., University of North Carolina at
Greensboro

John F. Clarke² 1966-
Professor of English
B.A., Kenyon College; M.A., Stanford University

Chan L. Coulter 1958-
William Bittinger Professor of Philosophy,
Department Chairperson
B.A., University of Iowa; M.A., Ph.D.,
Harvard University

David J. Cowan 1965-
Associate Professor of Physics,
Department Chairperson
B.S., M.A., Ph.D., University of Texas

Basil L. Crapster 1949-
Adeline Sager Professor of History
A.B., Princeton University; A.M., Ph.D.,
Harvard University

David L. Crowner 1967-
Associate Professor of German,
Department Chairperson
B.A., Pacific Lutheran University; M.A., Ph.D.,
Rutgers—The State University of New Jersey

Paul R. D'Agostino 1969-
Professor of Psychology
B.S., Fordham University; M.A., Ph.D., University
of Virginia

Theodore C. Daniels 1954-
Professor of Physics
B.A., Oberlin College; Ph.D., Syracuse University

LTC Thomas S. Dombrowsky 1985-
Professor of Military Science,
Department Chairperson
B.A., University of Rhode Island; M.A., Morgan
State University

Joseph D. Donolli 1971-
Associate Professor of Health and
Physical Education
B.S., University of Delaware; M.Ed., Temple
University

MAJ John H. Earwood 1985-
Assistant Professor of Military Science
B.A., M.B.A., North Texas State University

Charles F. Emmons 1974-
Associate Professor of Sociology
and Anthropology
B.A., Gannon College; M.A., Ph.D., University
of Illinois

Ann Harper Fender 1978-
Associate Professor of Economics,
Department Chairperson
A.B., Randolph Macon Woman's College; Ph.D.,
The Johns Hopkins University

George H. Fick 1967-
Associate Professor of History
A.B., Harvard University; M.A., University of
Minnesota; Ph.D., Harvard University

Kermit H. Finstad 1970-
Associate Professor of Music
B.A., St. Olaf College; M.M., The Catholic
University of America

David E. Flesner 1971-
Associate Professor of Mathematics
A.B., Wittenberg University; A.M., Ph.D.,
University of Michigan

Norman O. Forness² 1964-
Associate Professor of History
B.A., Pacific Lutheran University; M.A.,
Washington State University; Ph.D.,
The Pennsylvania State University

Donald H. Fortnum 1965-
Professor of Chemistry
B.S., Carroll College (Wisconsin); Ph.D.,
Brown University

Lewis B. Frank 1957-
Associate Professor of Psychology
B.S., Franklin and Marshall College; M.A.,
The Johns Hopkins University

Robert S. Fredrickson 1969-
Professor of English
B.A., DePauw University; M.A., University of
Minnesota; Ph.D., University of North Carolina at
Chapel Hill

Edwin D. Freed 1948-51, 1953-
Amanda Rupert Strong Professor of Religion
B.A., Gettysburg College; B.D., Lutheran
Theological Seminary, Gettysburg; Ph.D.,
Harvard University

Robert H. Fryling 1947-50, 1958-
Professor of Mathematics
B.A., Gettysburg College; M.S., Ph.D., University
of Pittsburgh

Robert R. Garnett 1981-
Assistant Professor of English
B.A., Dartmouth College; M.A., Ph.D., University
of Virginia

Robert M. Gemmill² 1958-
Associate Professor of Economics
B.A., Gettysburg College; M.A., University
of Pennsylvania

Russell P. Getz 1976-
Professor of Music
B.S., Lebanon Valley College; M.S., University
of Pennsylvania; Ed.D., The Pennsylvania State
University

Sandra K. Gill 1984-
Assistant Professor of Sociology
and Anthropology
B.S., Auburn University; M.A., University of
Alabama; Ph.D., University of Oregon

Charles H. Glatfelter 1949-
Franklin Professor of History
B.A., Gettysburg College; Ph.D., The Johns
Hopkins University

Gertrude G. Gobbel² 1968-
Associate Professor of Psychology,
Department Chairperson
B.S., The Pennsylvania State University; M.S.,
University of Illinois; Ph.D., Temple University

- Leonard S. Goldberg** 1982-
Assistant Professor of English
B.A., University of Michigan; M.A., Ph.D.,
University of Pennsylvania
- Derrick K. Gondwe** 1977-
Associate Professor of Economics
B.A., Lake Forest College; M.A., University of
Wisconsin; Ph.D., University of Manitoba
- Anne M. Greenfeld** 1985-
Assistant Professor of French
B.A., University of Maryland; M.A., Ph.D.,
University of North Carolina at Chapel Hill
- Laurence A. Gregorio** 1983-
Assistant Professor of French
B.A., Saint Joseph's College; M.A., Ph.D.,
University of Pennsylvania
- Winston H. Griffith** 1978-
Associate Professor of Economics
B.Sc., University of the West Indies; M.A., Ph.D.,
Howard University
- Joseph J. Grzybowski** 1979-
Assistant Professor of Chemistry
B.S., King's College; Ph.D., Case Western
Reserve University
- Louis J. Hammann** 1956-
Professor of Religion, Chairperson of
Interdepartmental Studies
B.A., Gettysburg College; B.D., Yale Divinity
School; M.A., The Pennsylvania State University;
Ph.D., Temple University
- Jerome O. Hanson** 1984-
Assistant Professor of English
B.A., State University of New York at Fredonia;
M.A., University of Cincinnati
- CAPT Michael J. Hartman** 1983-
Assistant Professor of Military Science
B.S., The Pennsylvania State University
- J. Richard Haskins** 1959-
Professor of Physics
B.S., University of Texas; Ph.D.,
Ohio State University
- Peggy Lou Hays** 1983-
Instructor in Management
B.A., Muskingum College; M.B.A.,
Northwestern University
- C. Robert Held** 1954-55, 1956-
Assistant Professor of Classics
B.A., Gettysburg College; M.A., Princeton
University
- John T. Held** 1960-
Associate Professor of Education
B.A., Gettysburg College; M.A., Columbia
University; M.S., University of Illinois
- Thomas J. Hendrickson** 1960-
Professor of Physics
B.S., M.S., University of Michigan; Ph.D.,
Iowa State University
- Sherman S. Hendrix** 1964-
Associate Professor of Biology,
Department Chairperson
B.A., Gettysburg College; M.S., Florida State
University; Ph.D., University of Maryland
- Edmund R. Hill** 1961-
Associate Professor of Economics
B.Com., McGill University; M.A., Ph.D., University
of Pittsburgh
- Donald W. Hinrichs** 1968-
Associate Professor of Sociology and
Anthropology, Department Chairperson
B.A., Western Maryland College; M.A., University
of Maryland; Ph.D., Ohio State University
- Leonard I. Holder³** 1964-
Alumni Professor of Mathematics,
Department Chairperson
B.S., M.S., Texas A & M University; Ph.D.,
Purdue University
- Wade F. Hook** 1967-
Professor of Sociology and Anthropology
A.B., Newberry College; B.D., Lutheran
Theological Southern Seminary; M.A., University
of South Carolina; Ph.D., Duke University
- Mary-Garland Jackson** 1982-
Assistant Professor of Spanish
B.A., Georgetown College; M.A., Ph.D., University
of Kentucky
- Carolyn M. Jacobson** 1983-
Assistant Professor of Management
A.B., Oberlin College; M.A., Ph.D., Ohio University
- Donald L. Jameson** 1985-
Assistant Professor of Chemistry
B.S., Bucknell University; Ph.D., University of
North Carolina at Chapel Hill
- Steven L. Johnson** 1985-
Assistant Professor of Sociology
and Anthropology
B.A., Lawrence University; M.A., Ph.D.,
Indiana University
- Gary B. Karshner** 1985-
Assistant Professor of Physics
B.A., University of California, Berkeley; Ph.D.,
University of Oregon

Asterios G. Kefalas 1985-
Distinguished Visiting Professor of Management
B.A., Aristotelean University; M.B.A., University
of Hamburg; Ph.D., University of Iowa

John M. Kellett 1968-
Associate Professor of Mathematics
B.S., Worcester State College; M.S., Rutgers—
The State University of New Jersey; Ph.D.,
University of Florida

Grace C. Kenney 1948-
Professor of Health and Physical Education,
Department Chairperson
B.S., New York University; M.A., Columbia
University

Elizabeth Riley Lambert 1984-
Assistant Professor of English
B.A., Duquesne University; M.A., George Mason
University; Ph.D., University of Maryland

L. Carl Leinbach 1967-
Associate Professor of Mathematics,
Chairperson of Computer Studies
B.A., Lafayette College; M.A., University of
Delaware; Ph.D., University of Oregon

Branko A. Lenski 1970-
Associate Professor of French
Ph.D., New York University

Jack S. Locher 1957-
Associate Professor of English
M.A., University of Chicago; Ph.D., University
of Pennsylvania

Rowland E. Logan 1958-
Assistant Professor of Biology
A.B., University of California, Los Angeles; M.S.,
Ph.D., Northwestern University

John H. Loose 1959-
Professor of Religion
B.A., Gettysburg College; B.D., Lutheran
Theological Seminary, Gettysburg; M.A., Ph.D.,
University of Chicago

Franklin O. Loveland 1972-
Associate Professor of Sociology
and Anthropology
A.B., Dartmouth College; M.A., Lehigh University;
M.A., Ph.D., Duke University

Carolyn M. Magness 1982-
Assistant Professor of Mathematics
B.A., Merrimack College; M.S., Northern Arizona
University; M.S., Ph.D., University of New
Hampshire

Mohammad G. Majd 1984-
Assistant Professor of Economics
M.A., St. Andrews University, United Kingdom;
M.A., Manchester University, United Kingdom;
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Richard T. Mara 1953-
Sahm Professor of Physics
B.A., Gettysburg College; M.S., Ph.D., University
of Michigan

Laurence A. Marschall³ 1971-
Professor of Physics
B.S., Cornell University; Ph.D., University
of Chicago

Janet M. Martin 1983-
Assistant Professor of Political Science
B.A., Marquette University; M.A., Ph.D.,
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Michael Matsinko 1976-
Assistant Professor of Music
B.S., M.M., West Chester University

Arthur McCardle 1969-
Associate Professor of German
B.A., M.A., Ph.D., Columbia University

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Associate Professor of French,
Department Chairperson
B.S.Ec., University of Pennsylvania; M.A.,
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Associate Professor of Biology
B.S., M.S., Western Illinois University, Ph.D., Ohio
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Theological Seminary, Gettysburg; Ph.D., The
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Kenneth F. Mott² 1966-
Associate Professor of Political Science
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Professor of Psychology
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Associate Professor of Art
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Pearson Professor of Classics,
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Sima Rabinowitz 1983-
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William F. Railing 1964-
Professor of Economics
B.S., United States Merchant Marine Academy;
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Ray R. Reider 1962-
Assistant Professor of Health and
Physical Education
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Elizabeth M. Richardson 1984-
Assistant Professor of French
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College; Ph.D., New York University

Janet Morgan Riggs 1981-
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Princeton University

Michael L. Ritterson 1968-
Associate Professor of German
A.B., Franklin and Marshall College; Ph.D.,
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Professor of Management,
Department Chairperson
B.S., B.B.A., Texas A & M University; M.B.A.,
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CAPT Dennis M. Rourke 1985-
Assistant Professor of Military Science
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Alex T. Rowland 1958-
Ockershausen Professor of Chemistry
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Assistant Professor of Chemistry
B.S., B.A., Ph.D., State University of New York
at Buffalo

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Assistant Professor of Psychology
B.S., B.A., Purdue University; Ph.D.,
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Emile O. Schmidt 1962-
Professor of English and Director of Theatre Arts
A.B., Ursinus College; M.A., Columbia University

Allen C. Schroeder 1967-
Associate Professor of Biology
B.A., Loyola College; M.S., Ph.D., The Catholic
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Daniel Shaw 1981-
Assistant Professor of Philosophy
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Kathleen E. Shelly 1981-
Instructor in Spanish
B.A., Douglass College, Rutgers—The State
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University

Lee M. Siegel 1978-
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B.A., Queens College of The City University of
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Frederick A. Speck 1983-
Assistant Professor of Music
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Patricia Thomas Srebrnik 1984-
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¹*Sabbatical leave, Fall semester 1986-87*

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³*Sabbatical leave, Academic Year, 1986-87*

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B.A., East Stroudsburg University; M.A., Western
Maryland College

1986-87 Calendar

FALL SEMESTER

August 27-29, Wednesday-Friday
August 30, Saturday
September 1, Monday
October 10, Friday
October 10-12, Friday-Sunday
October 18, Saturday
October 23, Thursday
October 24, Friday at 4:00 p.m.
October 29, Wednesday at 8:00 a.m.
November 20, Thursday
November 25, Tuesday at 4:00 p.m.
December 1, Monday at 8:00 a.m.
December 12, Friday
December 15-20, Monday-Saturday

Orientation
Registration
Classes begin
Fall Honors Day
Fall Family Weekend
Alumni Homecoming
Mid-term reports
Mid-term break begins
Mid-term break ends
Fall Convocation (10:50 a.m. classes cancelled)
Thanksgiving break begins
Thanksgiving break ends
Last day of classes
Final examinations

SPRING SEMESTER

January 12, Monday
January 13, Tuesday
January 14, Wednesday
February 27, Friday at 4:00 p.m.
March 9, Monday at 8:00 a.m.
March 11, Wednesday
April 3, Friday
April 3-5, Friday-Sunday
April 9-11, Thursday-Saturday
April 16, Thursday at 4:00 p.m.
April 21, Tuesday at 8:00 a.m.
April 25, Saturday
April 30, Thursday
May 1, Friday
May 4-9, Monday-Saturday
May 15-16, Friday-Saturday
May 17, Sunday

Registration
Classes begin
Follow Monday schedule
Mid-term break begins
Mid-term break ends
Mid-term reports
Spring Honors Day (11:00 a.m. classes cancelled)
Spring Family Weekend
Presidential Scholars Weekend
Easter break begins
Easter break ends
Get Acquainted Day
Last day of classes (follow Friday schedule)
Reading day
Final examinations
Alumni Weekend
Baccalaureate and Commencement

Statistical Summary

Students in College 1985 Full-Time Enrollment Fall Semester

	M	W	Total
Senior	213	227	440
Junior	231	208	439
Sophomore	248	246	494
Freshman	286	296	582
	978	977	1955

Geographic Distribution Matriculated Students 1985 Fall Semester

	Number of Students	Percent
Pennsylvania	607	30.9
New Jersey	553	28.2
New York	248	12.6
Connecticut	172	8.8
Maryland	167	8.5
Massachusetts	52	2.7
Virginia	35	1.8
Delaware	21	1.1
Other States and Foreign Countries	100	5.4
	1955	100%

Student Retention

Of the students who entered Gettysburg as freshmen in September 1981, 65.9% were graduated by June, 1985; 2.2% who had not completed the graduation requirements continued at Gettysburg; 10.5% were required to withdraw from Gettysburg for academic reasons.

Endowment Funds

Gettysburg College has benefited over the years and continues to benefit from the income of funds contributed to the College's Endowment. Income from unrestricted endowment funds may be used for the general purpose of the College or for any special purposes; income from restricted endowment funds is used solely for the purpose specified by the donor. The generous support of the donors listed below has been vital to the continuing success of the College.

(Unrestricted)

Allhouse Family Endowment Fund In honor of William Craig Allhouse '81 and Mrs. Catherine Reaser Allhouse '24, and in memory of William Kenneth Allhouse '25 and Richard Reaser Allhouse '50.

Alumni Memorial Endowment Fund

E. W. Baker Estate

Frank D. Baker

Robert J. Barkley Estate

Charles Bender Trust

Fay S. Benedict Memorial Fund

H. Melvin Binkley Estate

H. Brua Campbell Estate

Dr. John Chelenden Fund '28 in honor of John B. Zinn '09.

Class of 1919 Fund

Class of 1927 Fund

Class of 1938, 50th Reunion

Class of 1939 Fund

Class of 1971 Fund

Louise Cuthbertson

In memory of Arthur Herring, Anna Wiener Herring and Louise Cuthbertson.

Charles W. Diehl, Jr., '29

Harold Sheely Diehl Estate

Faculty and Staff Memorial Endowment Fund

Robert G. Fluhrer, '12

The Ford Foundation

Owen Fries Estate

Richard V. Gardiner Memorial Fund

The Garman Fund

A perpetual family memorial.

The Gettysburg Times

Mamie Ragan Getty Fund

Frank Gilbert

Margaret E. Giles

Ralph and Katherine M. Gresh

James H. Gross Annuity

William D. Hartshorne Estate

George G. Hatter, '11

Adam Hazlett, '10

J. Kermit Hereter Trust

Ralph E. Heusner Estate

Joseph H. Himes, '10

Marion Huey
 John E. Jacobsen Family Endowment Fund
 Edmund Keller Estate
 Caroline C. Knox
 William J. Knox, '10
 Frank H. Kramer, '14 and Mrs. Kramer
 Bernard S. Lawyer, '12
 Harris Lee Estate
 Ralph D. Lindeman Memorial Fund
 The Richard Lewis Lloyd Fund in Memory of
 Arthur C. Carty
 Mr. & Mrs. C. B. McCollough
 Ralph McCreary Estate
 James MacFarlane Fund, Class of 1837
 Dana and Elizabeth Manners Memorial
 G. Bowers Mansdorfer, M.D., '26
 J. Clyde Markel, '00, and Caroline O. Markel
 Robert T. Marks
 Fred G. Masters, '04
 A. L. Mathias, '26
 John H. Mickley, '28
 In memory of his brother William Blocher
 Mickley.
 Alice Miller
 William J. Miller, Jr. '00
 Thomas Z. Minehart, '94
 Ruth G. Moyer Estate, Professor's Endowment
 Fund
 Bernice Baker Musser
 Helen Overmiller
 Ivy L. Palmer
 Joseph Parment Company
 Mrs. Willard S. Paul, '31
 Andrew H. Phelps
 C. Lawrence Rebuck
 Paul H. Rhoads Estate
 A. E. and M. L. Rice
 Mary Hart Rinn
 Nellie G. Royer
 Sarah Ellen Sanders
 Anna D. Seaman
 A. Richard Shay, '28
 Paul R. Sheffer, '18
 Herbert Shimer, '96
 Robert O. Sinclair
 Albert T. Smith Memorial Fund
 James Milton Smith Fund
 Anna K. and Harry L. Snyder
 Mary Heilman Spangler
 Charles M. A. Stine, '01
 Harvey W. Strayer, '10
 Leah Tipton Taylor Estate
 Veronica K. Tollner Estate
 Vera and Paul Wagner Fund
 Walter G. Warner Memorial Fund (by Bergliot J.
 Warner)

Leona S. & L. Ray Weaver Memorial Fund
 Richard C. Wetzel
 Jack Lyter Williams, '51 Memorial Fund
 Jeremiah A. & Annie C. Winter Memorial Fund
 Alice D. Wrather
 Romaine H. Yagel Trust
 John and Caroline Yordy Memorial Scholarship

(Restricted)

Conrad Christian Arensberg Memorial Fund A
 fund established in 1948 by Francis Louis
 Arensberg in memory of his father, a Union
 veteran, for the purchase of Civil War books and
 materials.

*The Rev. Peter C. Bell Memorial Lectureship
 Fund* A fund for the establishment of a
 lectureship on the claims of the gospel on college
 men.

Bikle Endowment Fund A fund to support
 debating, established in 1925 to honor Dr. Philip
 Bikle, Class of 1866, Dean of Gettysburg College,
 1889-1925.

Joseph Bittinger Chair of Political Science.

Lydia Bittinger Chair of History.

Joseph and Lydia Bittinger Memorial Fund A
 fund to support the needs of the library.

Robert Bloom Fund For Civil War Studies.

Mr. & Mrs. Thomas Citron A fund established by
 Mr. & Mrs. Thomas Citron '47 to endow insurance
 on a 1934 oil painting by Minna Citron.

Class of 1911 Memorial Trust Fund A fund
 established in 1961, on the fiftieth anniversary of
 the Class, to provide income for the purchase of
 books for the college library.

*Class of 1925 Meritorious Service Award
 Foundation* To provide annual alumni awards
 for notable service rendered Alma Mater.

Thomas Y. Cooper Endowment A bequest to
 Gettysburg College in support of its libraries: (a)
 for acquisitions in literature and American
 History, as a memorial to his parents, Dr. and
 Mrs. Moses Cooper; and (b) for the operating
 budget of the library.

A. Bruce Denny Fund A fund in memory of A.
 Bruce Denny, Class of 1973, contributed by fellow
 students to purchase library books.

Luther P. Eisenhart Fund A fund established for
 the use of Emeriti faculty and of widows of
 former members of the faculty in real need of
 assistance.

Clyde E. and Sarah A. Gerberich Endowment Fund A fund established to support a series of lectures dedicated to the memory of Dr. Robert Fortenbaugh '13.

Jean Landefeld Hanson Fund A fund established in 1971 by family and friends of the late wife of former President C. Arnold Hanson, the income to be assigned to purposes related to the Chapel program as determined by the Chaplain and the President of the College.

The John A. Hauser Executive in Residence Fund A fund established by the family and friends of John A. Hauser and Gettysburg College, the income of which shall be used to support a business or governmental executive in residence for a limited period of time on an annual basis.

The Harry D. Holloway Memorial Fund A fund to be used for purposes of keeping alive on the campus of Gettysburg College the Spirit of Abraham Lincoln.

Institutional Self-Renewal Fund A fund initiated by the Andrew W. Mellon and the William and Flora Hewlett Foundations and other donors to provide support for research and professional development by Gettysburg College faculty and staff and to support new or experimental academic programs.

Dr. Amos S. and Barbara K. Musselman Art Endowment Fund The income only from this fund to be used primarily to support and advance knowledge and appreciation of art at Gettysburg College.

Dr. Amos S. and Barbara K. Musselman Chemistry Endowment Fund The income only from this fund to be used by the Chemistry Department in support of the Chemistry program. The funds will be used primarily for the purchase of laboratory equipment and supplies.

Musselman Endowment for Music Workshop A fund contributed by The Musselman Foundation, the income from which is to be used to support workshops in music performance and seminars in music education.

Musselman Endowment for Theatre Arts A fund contributed by The Musselman Foundation, the income from which is to be used to support visits to the campus by individuals with expertise in the technical aspects of the theatre.

Musselman Endowment for Visiting Scientists A fund contributed by The Musselman Foundation, the income from which is to be used to support visits by scientists to the College.

NEH Fund for Faculty and Curriculum Development in the Humanities A fund established by a Challenge Grant from the National Endowment for the Humanities to promote high quality work in the humanities through faculty and curriculum development activity of particular merit in the humanities. This fund is part of the larger Institutional Fund for Self-Renewal.

Keith Pappas Memorial Fund A fund established in memory of Keith Pappas '74 to provide an award to an outstanding student.

Henry M. Scharf Lecture Fund A fund contributed by Dr. F. William Sunderman '19 in memory of Henry M. Scharf, Class of 1925, to establish a lectureship on current affairs.

James A. Singmaster '98 Fund for Chemistry A fund established in 1967 by Mrs. James A. Singmaster in memory of her husband for the purchase of library materials in chemistry, or in areas related thereto.

Dr. Kenneth L. Smoke Memorial Trust Fund A fund created in 1971 to honor the man who in 1946 established the Department of Psychology at Gettysburg College and served as its chairman until his death in 1970. The annual income is used in part by the College Library to purchase library resources in the field of psychology and in part by the Psychology Department for special departmental needs.

Earl Kresge Stock Endowment Fund The income from a sum of money given by Earl Kresge Stock '19 in honor of Helen W. Wagner '06 and Spurgeon M. Keeny '14 for their outstanding and inspirational teaching ability to be used by the English Department, over and above its normal budget, in a manner determined by the Department to best promote the English Language in written form.

Stoever Alcove Fund A fund established by Laura M. Stoever for the support of the library.

J. H. W. Stuckenberg Memorial Lectureship A bequest from Mary G. Stuckenberg in memory of her husband to sponsor lectures in the general area of social ethics.

The Sunderman Chamber Music Foundation of Gettysburg College A fund established by F. William Sunderman '19 to stimulate and further the interest in chamber music at Gettysburg College through the sponsorship of chamber music concerts.

Waltemyer Seminar Room Fund A fund established by Carroll W. Royston '34 and the family and friends of Dr. William C. Waltemyer '13, former head of the Department of Bible at the College, to provide furnishings for and to maintain the library in a seminar room in his memory.

Stephen Henry Warner '68 Memorial Fund A two-part fund, including: (1) Contributions to Gettysburg College in memory of Mr. Warner, the income to be used to maintain and support the Warner Collection on Vietnam, as well as to purchase new books for the library; (2) A bequest established by Stephen H. Warner for (a) library acquisitions in Asian studies and for (b) use as seed money for projects encouraging exciting, challenging, and fresh ideas.

Donald K. Weiser Book Acquisition Fund A fund established in honor of Donald K. Weiser '24 for the purchase of library books in the field of insurance, management, and business administration.

Woman's League Fund for Upkeep and Repair of the YMCA Building (Weidensall Hall) An endowment bequest of Louisa Paulus.

Dr. and Mrs. Jeremiah Zimmerman Fund A fund established in 1931 by Dr. Jeremiah Zimmerman (1873), from a bequest of Mrs. Zimmerman, who died in 1930, to create an endowment in support of the annual operating budget of the library.

John B. Zinn Memorial Fund A fund established by friends and former students of Professor John B. Zinn, former chairman of the Chemistry Department, to provide support for professional development and research for professors in fields associated with the healing arts.

John B. Zinn Memorial Fund in Admissions A fund established in honor of John B. Zinn, by friends and former students to support admissions efforts in fields associated with the healing arts.



GETTYSBURG

Index

- Academic Advising 23
- Academic Calendar 184
- Academic Honors 55
- Academic Policies and Programs 17
- Academic Purposes 1, 18
- Academic Services and Information 141
- Academic Standing 34
- Academic Standing Committee 34, 151
- Accounting, Courses in 108
- Accident Insurance 158
- Accreditation Inside Back Cover
- Administration, The 170
- Administrative Offices 152
- Admission Policy 154
- Admission Procedure 154
- Admissions, Expenses, and Financial Aid 143
- Advanced Credit and Placement 35, 155
- Advising System 23
- Alcohol and Drug Education 148
- American Studies 106
- Anthropology, Courses in 136
- Anti-discrimination Policy Inside Back Cover
- Army Reserve Officers Training Program 54
- Art, Courses in 65
- Artist in Residence 147
- Asian Studies 105
- Astronomy (See Physics)
- Athletic Facilities 152
- Athletics 150
- Auditing of Courses 31
- Awards 56
- Bachelor of Arts Degree Requirements 25
- Bachelor of Science in Music Education 41
- Band 146
- Basic Facts about the College 15
- Bills 156
- Biology, Courses in 69
- Board 156, 157
- Board of Trustees 168
- Bookstore 144, 156
- Business Administration, Courses in (See Management)
- Calendar 1986-87 184
- Campus Life 141
- Career Services 148
- Career Opportunities (See Departmental Course Introductions)
- Catholic Religious Services 149
- Catholic Student Religious Group 150
- Central Pennsylvania Consortium 44
- Chapel Programs 150
- Chemistry, Courses in 72
- Choirs 146
- Classical Studies, Courses in 76
- Classics, Courses in 75
- Classrooms, Laboratories 151
- College Course Requirements 27
- College Store 144, 156
- College Union 144
- Communication Media 147
- Comprehensive Academic Fee 156
- Computer Center 152
- Computer Courses 37, 77
- Computer Facilities 77, 152
- Computer Studies, Courses in 78
- Computers (Student), Connection to College Computer 78
- Consortium Exchange Program 44
- Cooperative Programs 52
- Correspondence, Listing for 193
- Costs 156
- Counseling Services 147
- Course Changes 31
- Course Numbering System 64
- Courses of Study 63
- Credit System (Credit Hours) 25
- Cultural Activities 146
- Curriculum 22
- Dean of the College 151
- Dean of Educational Services 151
- Dean of Student Life 142
- Deans' Lists 55
- Debating Union 147
- Degree Requirements
 - Bachelor of Arts 25
 - Bachelor of Science in Music Education 41
 - Exemption From 35
- Dental School, Preparation for 51
- Dining Accommodations 143
- Dining Fees 156
- Distribution Requirements 27, 64
- Dormitories 142, 157
- Drama (See Theatre Arts)
- Dramatics 146
- Early Decision Plan 154
- Economics, Course in 79
- Education, Courses in 83
- Employment Placement Services 43, 148
- Employment Prospects in Teaching 43
- Endowment Funds 185
- Engineering Cooperative Programs 52
- English Courses in 84
- Enrollment, Summary of 185
- Environmental Studies and Forestry Cooperative Program 53
- Expenses 156
- Facilities 151
- Faculty, The 173
- Fees 156
- Financial Aid 158
- Foreign Study 49
- Forestry and Environmental Studies Cooperative Program 53
- Fraternities 143
- Fraternity Houses 143
- French, Courses in 91
- Freshman Advising and Orientation 23
- Freshman Colloquy 22, 27, 103

- Full Time Student 30, 156
- Geographical Distribution of Students 185
- Geography, Courses in 82
- German, Courses in 94
- Gettysburgian, The 147
- Government, Courses in (See Political Science)
- Grading System 31
- Graduate School Preparation 24
- Graduation
 - Requirements for 25
 - With honors 55
- Grants 159
- Greek, Courses in 75
- Greek Life 143
- Handicapped Persons 30
- Health and Physical Education, Courses in 96
- Health Center 149
- Health Service 149
- History, Courses in 99
- Honor Code 21, 145
- Honor Commission 21, 145
- Honors, graduation with 55
- Honorary Fraternities and Societies 16
- Housing Policy 157
- Individualized Study 36
- Infirmary 149
- Insurance, Accident 158
- Insured Tuition Plan 157
- Incomplete, Grade of 33
- Intercollegiate Athletics 150
- Interdepartmental Studies, Committee on 103
- Interdepartmental Studies, Courses in 103
- Interfraternity Council 145
- Internships 7
- Intramural Sports 150
- Jewish Student Religious Group 150
- Journalism 86, 147
- Language Houses 92, 94
- Latin, Courses in 75
- Lectures 145
- Libraries 151
- Literary Magazine 147
- Literature, Concentration in 84
- Living Accommodations 142
- Loans 159, 165, 166
- Lutheran Theological Seminary Exchange 49
- Major Fields of Study 7, 28
- Major Requirements 28
- Management, Courses in 107
- Marine Biology Cooperative Program 49
- Mathematics, Courses in 110
- Medical School, Preparation for 51
- Medieval and Renaissance Studies 106
- Mercury, The 147
- Microcomputer Laboratory 152
- Microcomputers, Connection with College Computer 78
- Military Science, Courses in 113
- Minor Requirements 29
- Music Activities 146
- Music, Courses in 115
- Music Education, Bachelor of Science Degree 41
- Newspaper 147
- Off-Campus Study 44
- Office of Career Services 148
- Optional Minor 29
- Orchestra 146
- Orientation 23
- Other Instructional and Administrative Personnel 181
- Owl and Nightingale Players 146
- Panhellenic Council 145
- Part Time Student 155
- Payment of Bills 156
- Peace, War, and World Order Studies 107
- Performing Arts 146
- Personal Property Insurance 158
- Phi Beta Kappa 16, 56
- Philosophy, Courses in 119
- Physical Education, Courses in 96
- Physical Education Requirement 27
- Physics, Courses in 120
- Placement of Graduates 43, 148
- Political Science, Courses in 124
- Predental Preparation 51
- Prelaw Preparation 50
- Premedical Preparation 51
- Preprofessional Studies 50
- Preveterinary Preparation 50
- Prizes and Awards (See also Scholarships) 56
- Programming and Student Activities 145
- Psychology, Courses in 127
- Publications, Student 147
- Radio Station 147
- Readmission of Students 34
- Refund Policy 157
- Register of Trustees, Faculty, Administration 167
- Registration 31
- Religion, Courses in 130
- Religious Life 149
- Religious, Student Groups
 - Catholic 150
 - Jewish 150
 - Protestant 150
- Repeated Courses 33
- Reserve Officers Training Corps (ROTC) 54
- Reserve Officers Training Corps, Courses in 54, 113
- Residential Life 142
- Residence Requirements 29
- Retention 185
- Rights and Responsibilities of Students 142
- Room Rents 156
- ROTC, Courses in 113
- Satisfactory/Unsatisfactory Grading

Option 32
 Schedule Limitations 29
 Scholarships (See Also Prizes and Awards) 159
 Scholastic Aptitude Tests 154
 Seminars 36
 Senior Honors 55
 Senior Scholars' Seminar 36
 Social Fraternities and Sororities 143
 Sociology and Anthropology, Courses in 133
 Sororities 143
 Spanish, Courses in 137
 Special Interdepartmental Programs 105
 Special Major 29
 Special Students 155
 Spectrum, The 147
 Speech, Courses in 90
 Sports 150
 Statement of Purpose 1
 Statistical Summary of Students 185
 Student Activities 145
 Student Activities Council 145
 Student Communication Media 147
 Student Conduct 143
 Student Conduct Review Board 144
 Student-Faculty Ratio 7
 Student Financial Aid 158
 Student Government 145
 Student Handbook 144
 Student Insurance 158
 Student Health Service 149
 Student Life 142
 Student Life Council 145
 Student Newspaper 147
 Student Radio Station 147
 Student Retention 185
 Student Senate 145
 Student Services 142
 Student Yearbook 147
 Students, Geographical Distribution 185
 Study Abroad 49
 Summary of Facts about Gettysburg 15
 Summer Theatre 146
 Table of Contents Inside Front Cover
 Teacher Education Programs 38
 Elementary 40
 Secondary 39
 Music Education 41
 Teacher Placement 43
 Theatre Arts and Drama,
 Concentration in 84
 Courses in 89
 Groups 146
 Transcripts 34
 Transfer Credit 35
 Transfer Students 155
 Tuition 156
 Two Minute Look at Gettysburg 15
 United Nations Semester 48

Veterinary School, Preparation for 51
 Veterans' Administration Benefits 156
 Visitation Hours Policy 142
 Vocational Counseling 24
 Washington Semester 45
 Wilson College Exchange 49
 Withdrawal from a Course 33
 Withdrawal of Students 34
 Work-Study Program 159
 Writing Policy 26, 36
 WZBT 147
 Yearbook 147

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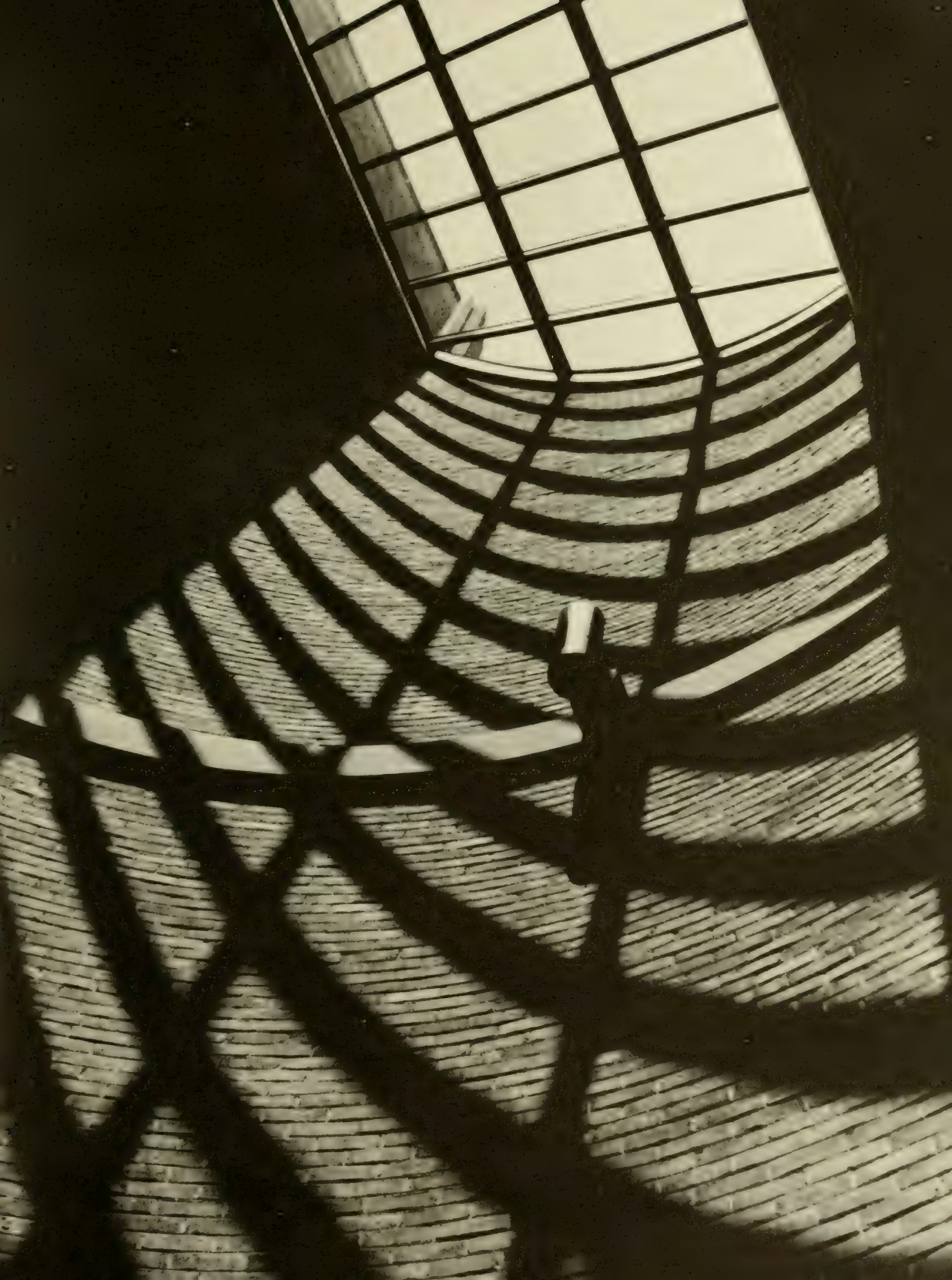
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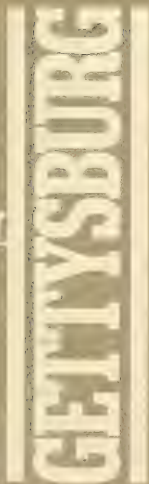






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